DOCUMENT RESUME

ED 076 732 UD 013 562

AUTHOR	Texley, Lloyd C.; And Others
TITLE	Multiple Activities Program: An Evaluation. ESEA Title I, September 1971 to August 1972.
INSTITUTION	Omaha Public Schools, Nebr.
PUB DATE	72
NOTE	138p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Compensatory Education Programs; *Curriculum Development; Elementary Education; Individualized Instruction; Inservice Teacher Education; Instructional Materials; *Program Evaluation; *Pupil Personnel Services; *Reading Programs; Secondary Education; Summer Programs; Teaching Methods
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I; High Intensity Learning Centers; HILINC; *Nebraska; Omaha

ABSTRACT

The multiple activities funded under Title I of the 1965 Elementary Secondary Education Act had two purposes. First, they supplemented the instructional program for educationally disadvantaged children by developing a curriculum and techniques which would raise their achievement level commensurate with their ability. Second, they supported this program with the type of services needed to make it successful. The development of the High Intensity Learning Centers for Reading for grades four through 12 provided a sound approach for meeting the individual reading needs of children. Project Read and Math furnished teachers and students valuable supplementary materials in the regular classroom setting to further develop the reading skills of students needing this kind of help. The Individualized Study for grades seven to nine served students who were not able to function in the regular school program by providing individual instruction and direction for their future. All other activities in the Title I programs are directed toward providing supportive services for children in instructional programs. This reinforcement is designed to give each student a greater opportunity to achieve success in school. The Title I Media Center does printing, production, and media work. The supportive Psychological Services enable Title I schools to better meet the individual needs of their students. (Author/JM)

FORM 510

PRINTED IN U.S.A.

FILMED FROM BEST AVAILABLE COPY

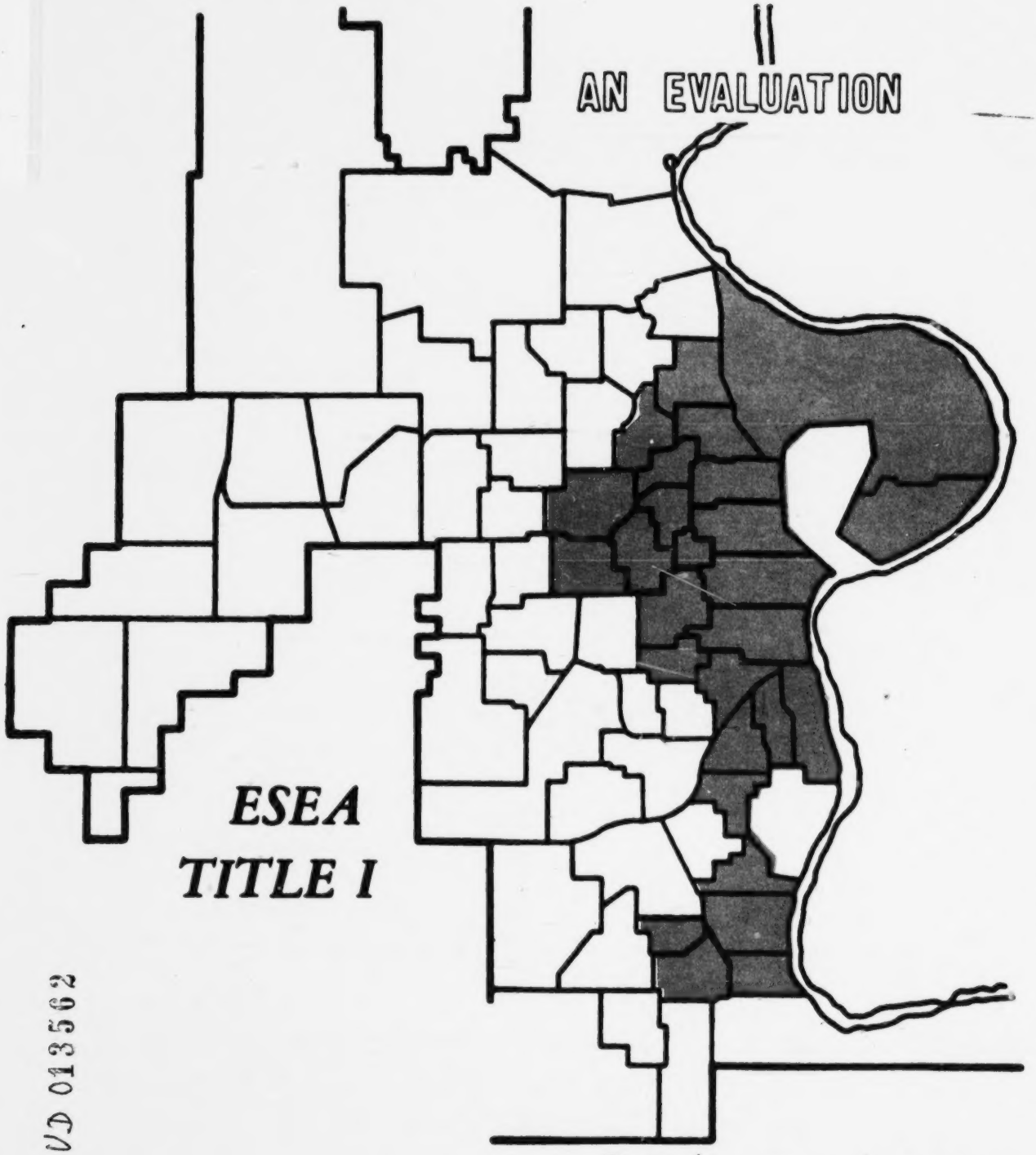
ED 076732

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

OMAHA PUBLIC SCHOOLS

Multiple Activities Program

AN EVALUATION



ESEA TITLE I

UD 013562

September 1971 to August 1972

FILMED FROM BEST AVAILABLE COPY

OMAHA PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD OF EDUCATION

Joseph M. Hart, Jr., *President*
Paul C. Kennedy, *Vice President*

John C. Barnhart
Mrs. Dorothy C. Beavers
D. Michael Blankenship
Mrs. Maurice J. Frank
Leo A. Hoffmann
R. F. Jenkins
Richard J. O'Brien, Jr.
Charles A. Peters
Tim J. Rouse
Frank E. "Fritz" Stanek

Owen A. Knutzen
Superintendent of Schools

Rene Hlavac, *Assistant Superintendent*
Pupil Personnel Services

Robert K. Davis, *Coordinator*
Title I

Prepared by:

Lloyd C. Texley
Evaluation Coordinator

Raymond C. Kalinski
Research Assistant

Mrs. Mary J. O'Gara
Production Specialist

TABLE OF CONTENTS

		Activity Number	Page
PART I	GENERAL INFORMATION		1
PART II	PROGRAM EVALUATION		5
	ADMINISTRATION	24	8
	MEDIA CENTER	25	12
	READING ACTIVITIES	28	28
	Reading Aide Program	28.1	30
	Project "Read" and "Math"	28.3	Under separate cover
	HILINC	28.4	Under separate cover
	PSYCHOLOGICAL SERVICES	29	35
	COMMUNITY AIDES	30	39
	IN-SERVICE PROGRAMS		
	Teacher Intern	36.1	48
	Career Opportunities	36.2	58
	INDIVIDUALIZED STUDY CENTER	93	Under separate cover
	EVALUATION AND INTERPRETATION	94	79
PART III	NUMERICAL INFORMATION		
	TEACHER PARTICIPATION		100
	PROJECT-ACTIVITY DATA		104
	SURVEY: SUPPORTING STAFF		105
	SUMMER SCHOOL PROGRAM		
	PRE-KINDERGARTEN		109
	POST-KINDERGARTEN		115
	HILINC PROGRAM		123
	INDIVIDUALIZED STUDY CENTER-JUNIOR HIGH		128
	TEACHER PARTICIPATION		130
	PROJECT-ACTIVITY DATA		134

PART I

GENERAL INFORMATION

1972 LEA EVALUATION REPORT

PROJECT NUMBER	DATE BEGUN	DATE FINISHED
72-015 AA	9 - 1 - 71	8 - 31 - 72

LEGAL NAME OF AGENCY	DISTRICT NUMBER
Omaha Public Schools	#1

TOWN	COUNTY	ZIP CODE
Omaha	Douglas	68132

STATEMENT OF ASSURANCE

I certify that, to the best of my knowledge and belief, this report is true and correct in all respect; all information asked for is provided to the best of our ability; and that supporting documentation for all entries have been retained and will be made available to State Department Personnel upon request.

NAME AND TITLE OF CONTACT PERSON	TELEPHONE
Dr. Rene E. Hlavac, Director(Pupil Personnel Services)	402-556-6600
Robert K. Davis, Project Director, Title I	402-556-6600
NAME AND TITLE OF AUTHORIZED *LEA* REPRESENTATIVE	TELEPHONE
Owen A. Knutzen, Superintendent	402-556-6600
SIGNATURE OF AUTHORIZED *LEA* REPRESENTATIVE	DATE
Owen A. Knutzen	

TITLE I OFFICE
State Department of Education
Lincoln, Nebraska 68509

7	2	[redacted]	0	1	5	[redacted]	A	A

Project Number

PART I

GENERAL INFORMATION

1. Is there an approved Community Action Program operating within the boundaries of your School District? Yes X No ____

2. Is there a non-public school operating within the boundaries of your school district? Yes X No ____

3. Did the Title I activities include in service training? Yes X No ____

   If Yes, list number of participants in the in-service below.

	Teachers	Teacher Aides	Admin.	Other	
Staff paid out of Title I funds	33 12	63 93		43	Regular year Summer
Other Staff					

4. Information on Parent Advisory Committee:

   (a) How many members are there on your Parent Advisory Committee? 80

   (b) How many of the **members** of the Parent Advisory Committee have children that:

   (1) Attend Public School 64

   (2) Attend Public School and participate in Title I 47

   (3) Attend Non-Public School 16

   (4) Attend Non-Public School and participate in Title I 9

(c) List in chronological order (starting with July 1, 1971) all meetings of the Parent Advisory Committee in which this project was discussed. (Attach an additional sheet if more space is needed).

October 21, 1972	Joslyn Castle
November 18, 1972	Conestoga
December 16, 1972	Yates
January 27, 1972	Meeting cancelled for Marrs
February 24, 1972	Kellom
March 23, 1972	Walnut Hill
May 10, 1972	Indian Hill
May 25, 1972	Joslyn Castle

(d) List the student identification numbers (see Part III, Section 3 Student Data Sheet) of all Title I participants whose parents are on the Advisory Committee.

4 d.

Student Identification Numbers

Program Participants whose Parents or Guardians Served on the Title I School-Community Advisory Committee for 1971-72.

002685	900860	035532	048155	107760
145398	015598	118251	052194	102431
002655	016233	110405	058000	153560
147377	017414	038225	058014	800058
900809	017419	118398	136692	084784
013332	105810	124705	060070	150531
104050	902190	110640	061055	152332
148167	109902	902829	154921	089609
097501	061943	164435	154972	116041
015059	107020	124971	063197	091452
900851	034445	066208	113246	068241
900127	144284	118967	067460	120571

PART II

PROGRAM EVALUATION

To continue to receive E. S. E. A., Title I funds for supplementary programs, the Omaha Public Schools must comply with Public Law 89-10. This law states that annual evaluations of Title I programs be made and reported. This portion of the document is in response to that reporting requirement. Abstracts and/or descriptive booklets for individual programs were also prepared for distribution.

Introduction to Part II

The title I Evaluation Report illustrates a small part of the effort of the Omaha Public Schools to meet the needs of educationally disadvantaged children.

The multiple activities outlined in the 1971-72 Title I Proposal were designed with a two fold purpose in mind. First they were to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques which would raise their achievement level commensurate with their ability. Second they would support this program with the type of services needed to make it successful.

Prompted by the crucial need to raise the reading level of educationally disadvantaged children, emphasis in the 1971-72 Proposal was on reading activities. The development of the High Intensity Learning Centers for Reading for grades 4-12 provided a sound approach for meeting the individual reading needs of children.

Through use of the methods and materials involved in this management system, the inservice training given teachers and the outstanding efforts of teachers, principals and the Central Reading Clinic, another dimension was added to the school system's efforts to help the individual child in the target area.

Reading aides worked with primary teachers to help in meeting the reading problems of children in grades 1-3 by tutoring children on a one-to-one basis or in small groups as their reading problems were identified.

Project Read and Math furnished teachers and students valuable supplementary materials in the regular classroom setting to further develop the reading skills of students needing this kind of help.

The Individualized Study Center for grades 7-9 served students who were not able to function in the regular school program by providing individual instruction and direction for their future. Students able to make the necessary adjustments were channeled back into the regular school program. Others remain in the Study Center or enter a program which will better meet their specific needs.

All other activities in the Title I program are directed toward providing supportive services for children in instructional programs. This reinforcement is designed to give each student a greater opportunity to achieve success in school.

In this capacity the Title I Media Center does printing, production and media work to support the Title I instructional program. It acts as a key element in providing continuous service for our Title I instructional activities.

The supportive Psychological Services enable Title I schools to better meet the individual needs of their students. Besides reinforcing our evaluation of the instructional programs, this activity further justifies the selection of children being served and helps us to develop the goals and objectives of the students being served with Title I funds.

The Counseling Activity furnishes another dimension to the Title I program by employing Community Aides who act as liaison people between the school and community. These paraprofessionals keep parents informed of activities which can benefit their children. They help parents and students understand the various activities in the schools. Of primary importance is their work with parents in the area of attendance of children and youth. They seek the assistance of various agencies to help families solve many of their immediate problems.

An elementary counseling program has been initiated in two schools on the basis of the recommendations of a needs assessment which indicated these students required a different type of support to be successful in school.

The Inservice Program includes the participation of Title I funds in the Career Opportunities Program of the Educational Professional Development Act. The purpose of this program is to train teacher aides and professional teachers to better meet the needs of children they will be serving in the future. Similarly Title I funds are used to support the Teacher Intern Program. This decision by the Omaha Public Schools followed the federal government's discontinuation of the Veterans in Education program. Local funds are also involved.

Both of these activities are helping provide better teachers and all of the graduates from these activities have been assigned to Title I schools when employed by the school system.

The evaluation aspect of this program has developed many techniques which illustrate accountability for the total program. The evaluation research has demonstrated that the Omaha Public Schools have served the children and youth who should be served. It further illustrates instructional gains have been made in the total school program, as well as in Title I instructional activities.

Summer school activities consist of a pre-school program for children not served by Head Start and a post-kindergarten program for children needing the additional six weeks of kindergarten activities to better prepare for the next school year. Hopefully these programs will insure their future success in school. The High Intensity Learning Centers in Reading provided a summer remedial reading program for students identified by their teachers and principals as needing this reinforcement.

The Omaha Public Schools has used every resource in an attempt to better educationally prepare children in the target area for their future. Title I of the Elementary and Secondary Education Act has been only one of the many resources used. Funds from this source have been linked with other local, state and federal programs in order to establish a stronger instructional program. Each Title I activity was planned to compliment other Title I activities and the total school program in an effort to better serve children and youth who are eligible and need this type of additional service.

TITLE I

administration

ACTIVITY NUMBER 24

Administration Activity **Activity Number 24**

The administrative personnel necessary to plan, implement and operate the Title I program is provided through this activity. Individual administrators served all the Title I activities in their designated capacities.

The efforts of persons in this activity to ensure the success of the Title I program involved working in close cooperation with the Nebraska State Department of Education, adjusting the budget and disseminating information throughout the school year.

Furnishing the necessary information to the parent advisory committee, agencies, public and private schools and institutions for them to follow current activities and plan new ones is a major function of the Title I administration.

Objective 1

Provide adequate administrative personnel to fully develop and operate the Title I project.

* * * * * * * * * * * * * * * * * *

Administrator - The Title I administrator composed the Title I proposal, coordinated the various activities in the proposal, interpreted the law to project directors, worked with the Parent Advisory group in planning the proposal and maintained all records justifying the program, showing the procedures followed and illustrating what happened in the program.

Finance Administrator - Approximately 42 percent of this administrator's time (time included services of many people in secretary's office not paid by Title I) was spent serving the Title I program. The area in which he served Title I was accounting, and he specifically coordinated payroll procedures, purchasing procedures and data processing reports. He prepared monthly, quarterly and yearly accounting reports.

Business Administrator - Approximately 42 percent of this administrator's time (time included the services of many people in the business office not paid by Title I) was spent processing requisitions, pricing materials and equipment, handling bids and procuring appropriate materials and equipment. He handled the correspondence necessary to guarantee the completion of purchases to operate the Title I program.

Personnel Administrator - Approximately 42 percent of the administrator's time (time included services of many people in the personnel office not paid by Title I) was spent procuring various types of personnel needed in the Title I program. With each applicant this involved interviewing, procuring pertinent information and the processing of two hundred thirty-one job positions.

Educational Assistant, Non-Public Schools - This administrator was employed in April, 1972, to ensure adequate services were provided non-public schools and institutions. Eighteen non-public schools and five institutions were involved. This liaison improved services to non-public schools and institutions and ensured a program that met the needs of the children being served.

Administrative Intern, Title I - This administrator was employed to help compile the reports necessary for Title I. He was involved with the Consolidated Programs Information Report (C.P.I.R.), comparability report and needs assessment necessary for the Title I program. This person also served as a liaison between the thirty-six public schools involved in the program and the Title I office. He helped coordinate activities with the project directors.

Objective 2

Prepare the Title I project budget.

* * * * * * * * * * * * * * * *

The Title I proposal and budget were approved by the Parent Advisory group May 25, 1972, and by the Board of Education, July 10, 1972. They were submitted to the Nebraska State Department of Education for their approval. This approval for the 1972-73 budget was received July 18, 1972.

Objective 3

To work closely with the Nebraska State Department of Education and to keep them informed of the progress of the Title I project.

* * * * * * * * * * * * * * * *

Forty-seven phone calls were made between the Local Education Agency (L. E. A.) and Nebraska State Department of Education. In addition twenty-three meetings were held in some form between the two agencies to establish the program, interpret the program, and ensure that the program was operating properly.

Objective 4

Ensure that all personnel follow the proper procedures in conducting the various activities.

* * * * * * * * * * * * * * * *

One meeting was held each month with principals supporting Title I activities in their buildings to answer questions about the Title I program. Project directors were involved in planning the proposal, and proper interpretations of the program were made for them as questions arose.

Objective 5

Disseminate information to interested groups and agencies.

* * * * * * * * * * * * * * * * *

The job of disseminator of information for Title I involved informing interested groups, agencies and the general public of the Title I project and of pertinent documents relating to it.

One method used to accomplish this purpose has been through the development and publication of the Title I *Frontier*, a monthly newspaper dealing with activities in the school and community. This newspaper is distributed to parents through the schools and to cooperating civic and community agencies and church groups. These included: the Urban League, School Community Advisory Council, Interdenominational Ministerial alliance, Presbytery Education Committee, GOCA (Greater Omaha Community Action), legislators in state and federal offices, city officials and interested persons.

Developed in November, 1970, the Title I *Frontier* is an 11 x 17" newspaper printed on pinseal paper. Its layout, darkroom work, printing and distribution are carried out at the Title I Media Center. Featuring descriptions of Title I programs, features on schools and student activities, the newspaper also served as a vehicle of information from the Title I director. Circulation rose from 5500 issues in September, 1971, to 8000 in May, 1972.

The news disseminator received information from principals and teachers. Frequently ideas were gathered from job orders submitted to the Title I Media Center. Students and teachers were interviewed for feature stories. A regular feature was an interview with a member of the community regarding his views on the Title I programs. Several of the stories featured in the newspaper were picked up and used by the local newspapers. Articles were also written which were then carried in the Sunday supplement of a local newspaper.

To further report specific Title I activities, the disseminator of information wrote and planned brochures and assisted in writing newsletters to go to various groups of persons working in Title I programs. Assistance was given to create materials such as those used during national education week to tell the Title I story.

The disseminator of information also informed local news media of Title I programs and activities in Title I schools. To gain publicity for specific events, items were written for the newspaper and submitted to the Office of Public Information Services of the Omaha Public Schools to coordinate reporting activities.

Another type of news coverage was gained by writing query letters to the local press to gain their interest in writing about certain programs. The resulting stories were written by the reporters of the newspapers who accepted the idea. A file has been kept of all the stories which appeared in the local press.

An example of a *Frontier* is included for examination.

Objective 6

Meet with all interested individuals and/or groups to explain the Title I project.

* * * * * * * * * * * * * * * * *

Every person or agency making inquiries were provided with all the public information they requested about Title I. This list includes: VISTA workers, Human Relations Board, Urban League, Community Action Agency, various school districts, Regional Office of Education in Kansas City and various parent groups. Twenty-eight such requests were made during the 1971-72 budget year.

Objective 7

Provide leadership for community groups and agencies working with the Omaha Public Schools in planning the Title I project. These groups and agencies include the School-Community Advisory Committee, which also serves as the Title I advisory committee, the Greater Omaha Community Action, Inc., the non-public schools participating in the project, institutions and Omaha Public School administrators and teachers.

* * * * * * * * * * * * * * * * *

Eight Title I Parent Advisory Committee meetings were held in 1971-72. All meetings were open for attendance by people not part of the committee. The committee was composed of all parents with educators and representatives of agencies providing the necessary information input. A meeting with each Community Action Neighborhood Advisory Board was held seeking input for the Title I proposal prior to recommendations being submitted to the Parent Advisory Committee. One meeting was held with the Education Committee of the Urban League to explain aspects of the program. Numerous informal sessions were held with classes at local universities, interested parent groups and other school districts seeking information about Title I activities. All information has been documented in the 1972-73 proposal, as well as the 1971-72 evaluation.

TITLE I
MEDIA CENTER

HANDBOOK

ACTIVITY NUMBER 25

Media Center **Activity Number 25**

Through support of the Title I instructional programs, the Title I Media Center realized its aim to help educationally deprived children achieve their educational goals.

Since its inception in 1965, the Title I Media Center has provided supplementary educational aid through the purchase and production of supplies, materials and techniques needed for instructional programs supported by Title I funds. The facility houses printing and production departments, administrative offices, an art room, photo darkroom and storage space. The specialities of a staff of seventeen persons are utilized to produce instructional materials and services not available on the commercial market.

Teachers who availed themselves of the services of the Title I Media Center realized a two-fold benefit . . . more professionally produced classroom aids needed for educationally deprived children and more free time to work with these children. The Title I Media Center sought to fulfill its purpose by helping teachers to individualize teaching techniques, materials and curriculum to meet individual needs of all educationally deprived children.

A handbook of the activities of the Title I Media Center is being submitted under separate cover.

Media Center **Activity Number 25**

Objective I

Employ a center leader, artists, graphic artists, machine operators and clerical staff to provide services necessary to meet the needs of the Title I project.

* * * * * * * * *

The following is a list of positions which comprised the Media Center staff during 1971-1972. The specialties of these people were utilized to produce instructional materials and services not available commercially.

DIRECTOR: position not filled during year.

MEDIA SPECIALIST—A was responsible for the maintenance of necessary supplies for the print shop and artists. Assisted in the supervision of employees involved in the production of printed matter and art work. Performed creative work as well as photographic printing in the darkroom.

MEDIA SPECIALIST—B acted as a liaison between Title I schools and the Media Center, advising teachers on the services available at the center and assisting them in the production of innovative, educational material. Instruction was given on the use of audio visual equipment and assistance offered in the production of audio visual material. He was responsible for the maintenance of this equipment.

MEDIA SPECIALIST—C assisted in the production of educational material, working closely with the other media specialists. He was responsible for photography and darkroom printing including work to be run on printing presses and was responsible for delivery of supplies to the Title I schools.

CLERK was responsible for writing work orders and requisitions for purchase, printing and production of material. She received merchandise, stamped and distributed it to schools. She also did billing and prepared the monthly payroll.

PRODUCTION CLERKS (two) collated materials into book form. They either stapled this material or punched and bound it into finished form. Other duties included thermo binding, wrapping, folding and laminating.

PRESS OPERATORS (four full time and one part time) printed material on Addressograph-Multigraph 2650, 1250 and 1870 offset presses. Photo direct masters and metal plates for printing which required long runs or large coverate areas were done on the 1250 offset press. Work which required large, color or quality work was done on the 1870 press. One operator also compiled the monthly report of completed work.

ARTISTS (three) created, illustrated, painted and drew material. Their artistry produced posters, games, pamphlets and flash cards. They illustrated books and set up newspapers. One often prepared negatives for printing by stripping and masking them.

GRAPHIC ARTISTS (two) were responsible for typing, composing and setting up material which varied from programs, pamphlets and fliers to newspapers and books. They prepared negatives on masking sheets for use in making plates to print. Often jobs required justifying type.

Objective 2

Provide two media specialists to:

a) assist in the identification, investigation, experimentation and exploration of new materials and teaching techniques.

b) encourage the classroom teachers of all Title I schools identified in the Title I proposal to request services which can be performed or materials which can be prepared by specialists in the media center.

* * * * * * * *

During 71-72, media specialists B and C (as listed in objective one) functioned in accordance with this objective. They conducted in-service meetings on the preparation of educational materials for classroom use. They informed teachers and other professional people within Title I about the services available at the media center. They worked in the Title I schools with a library media program designed to increase awareness of more advanced teaching and learning methods through the use of media material. They also aided the classroom teacher by providing time in the classroom for special projects employing media or audio visual equipment.

The media specialists provided technical advice and knowledge of media materials in use today. They aided in individual or group teacher evaluation programs and informed teachers and other Title I personnel of the services provided by the media center. This work involved giving tours of the media center and talking with teachers about the media center services.

In the service area, the media specialists demonstrated the proper care and use of all types of audio visual equipment available. They produced or aided in the production of professional quality materials involving: photography, slide/film presentations, audio taping or duplicating, video tape recording, printing, transparencies and laminations.

The media specialists conducted in-service programs on the use and operation of the following media services :

1. The video-tape recorder system
2. Punch and bind machine
3. Language master
4. Laminators
5. The still camera

They also conducted in-service programs on the preparation of the following instructional materials:

1. Overhead transparencies
2. Hand prepared film strips
3. Slide programs

For a record of the total number of in-service workshops held by the media center during 71-72 refer to objective five. This compilation will account for all in-service sessions conducted by the media specialists. The academic areas to which these sessions apply can be found in objective three.

A survey was taken on the preferences of teachers with reference to the services provided by the media center. Teachers generally indicated that they found all services essential; however, they expressed a need for more in-service on the use of media and media center services. They requested aid in production of more audio visual material by Media Center specialists and advice on producing their own material.

In addition, a third media specialist (specialist A as listed in objective one) assumed supervisory duties in the absence of a media center director.

This specialist was responsible for maintaining necessary supplies for the print shop and artists. He supervised the employees involved in the production of printed matter and art work. He also performed creative work as well as photographic printing in the darkroom.

His specific duties during the year included:

1. Interpreting the needs of individuals requesting printed materials as well as art and visual aids.
2. Making suggestions as to size, color and set up of material.
3. Scheduling these jobs to the production timetable.
4. Supervising the artists and set up personnel on an individual job basis.
5. Approving all set ups and art work, checking for accuracy and adherance to teachers' request.
6. Assigning jobs to instant copy, photo direct or darkroom. (depending on the nature of the job)
7. Submitting supply requests to the Title I Director for all supplies necessary for operation of the media center.
8. Making recommendations on purchase of production equipment.
9. Making recommendations on number and type of personnel necessary for the media center.

Objective 3

Provide educational materials for eligible Title I students through the use of the photographic, printing, collating, laminating and binding equipment available in the media center.

* * * * * * * * * * * * * * * * * *

The production chart below is a monthly account of the number of media center projects initiated for specific academic areas.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	TOTAL
Reading	50	73	89	83	100	94	132	141	119	881
English	23	36	22	32	31	21	22	11	12	210
Social Studies	26	32	32	48	58	57	54	56	27	390
Science	4	17	17	21	13	37	18	10	13	150
Math	18	42	29	42	53	49	67	55	31	386
Cultural Studies	6	4	8	2	2	5	4	0	0	31
Other	39	53	62	88	53	68	119	84	97	663

In addition, the types of services offered and their respective counts are shown on the next page.

TYPES OF SERVICES RENDERED DURING 1971 – 1972

		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	TOTAL
Special Production "Aid" Programs	Displays in Hours	9	21	2	–	–	–	–	–	5	37
	Slide/Film Production in hours	10	22	6	3	–	–	–	–	27	68
	Media Publications in hours	3	2	2	4	6	2	–	–	5	24
Photography Services*	Number of Assignments	12	9	7	10	9	6	11	10	13	87
	Number of Pictures taken	320	240	100	480	220	120	300	280	300	2360
	Photo Copies Slides Art	100	–	400	100	200	–	180	–	200	1180
	Line or Halftones	120	97	165	125	160	130	85	150	120	1152
Audio Services	Tapes Produced	1	1	–	–	–	1	–	1	2	6
	Tapes Duplicated	32	18	10	30	42	27	9	21	31	220
Video Taping Services	Programs Produced	–	–	1	1	–	–	–	–	1	3
	"Off the Air" (in hours)	2	1	–	–	–	–	–	–	2	5
	Video Tapes Duplicated	–	–	–	1	–	–	–	8	9	18
Clerical & Equipment Services	Organization/Forms (in hours)	22	31	29	27	30	24	18	7	16	204
	Orders Completed No.	11	36	27	31	33	22	15	11	23	209
	Tours at Media Center	–	–	1	–	–	–	–	–	1	2
	Check-in/Repair	14	11	22	30	22	26	19	17	22	183
	Equipment "On Loan"	7	5	11	9	14	6	4	6	12	74

(*See table on following page for photo film and prints used during 1971-72)

PHOTO FILM AND PRINTS USED DURING 1971 – 1972

	SCHOOLS			MEDIA CTR			READING			FRONTIER			SPED			HILINC			ADMIN			I S C		
	*BW	**C	+PP	BW	C	PP	BW	C	PP	BW	C	PP	BW	C	PP	BW	C	PP	BW	C	PP	BW	C	PP
September	6	9	56	6	5	24	–	–	–	4	–	6	2	–	20	–	–	–	–	–	–	2	–	20
October	5	8	68	2	12	18	1	–	–	–	2	8	1	1	10	–	–	–	1	4	–	12	1	40
November	5	11	70	2	12	20	–	–	–	4	3	5	2	–	20	–	1	–	–	–	–	2	–	–
December	24	31	140	3	8	36	1	2	40	4	–	7	2	2	40	–	4	–	2	18	14	1	–	10
January	9	35	102	2	2	10	–	3	60	2	2	6	1	2	68	2	3	18	2	5	60	–	2	–
February	6	20	90	1	2	10	2	–	–	2	–	7	5	–	80	3	5	20	–	3	–	–	1	40
March	12	39	116	–	1	20	5	2	60	5	–	9	9	5	164	–	15	40	1	1	40	2	5	60
April	7	33	126	4	2	15	–	1	40	5	–	6	15	9	96	2	2	80	–	2	60	–	–	–
May	9	27	104	1	1	10	2	3	100	4	–	7	7	6	42	4	6	120	–	–	–	11	8	–
TOTALS	61	213	872	21	45	163	11	11	300	30	7	61	44	25	540	11	36	278	6	33	174	30	17	170

*BW = Black and White Film – Total Used – 214 Rolls

**C = Color Film (Prints & Slides) – Total Used – 387 Rolls

+PP = Photo Prints (BW & C) – Total Used – 2,558 Prints

An inspection of the chart on this page and the following pages will reveal the number of jobs completed and items produced for each Title I school or activity. It shows that during the regular 1971 72 school year the media center produced 5,287,502 items for 4,868 jobs requested by Title I supported schools and activities.

The chart also indicates a linkage with two other federal projects, Neighborhood Youth Corps and Head Start.

JOB / School	Administration	Central Grade	Conestoga	Dominican	Druid Hill	Franklin	Head Start	Highland	Indian Hill	Kellom	Kennedy	Lake	Luthroo
Art Work	19	3	3		2	6		4	2	5	18	13	19
	148	5	21		12	96		8	4	19	146	285	15
Collate	38		1		2	7	4	1	8	4	2	14	
	92,812		900		4,250	21,400	11,400	270	44,951	15,300	2,950	95,020	49,839
Cut	18	2	4	3	2	5	4	2	4	4	8	4	
	74,599	550	1,300	1,800	360	1,875	1,600	1,900	1,674	750	660	1,375	17,540
Fold	7		3	1	4		1		5	1		1	
	9,130		2,020	400	3,810		300		2,570	100		75	650
Laminate	17	13	22	29	35	13	1	15	62	13	47	33	1
	198	2,015	878	5,126	1,451	936	3	2,789	3,964	963	2,683	1,905	24
Mount	3	1	1		1	1			1	2	1	1	
	7	1	2		6	11			1	52	11	48	11
Offset Run	244	3	10	5	13	27	11	4	15	11	20	25	25
	366,828	1,550	4,720	2,800	14,670	33,255	17,300	2,595	49,596	17,700	10,055	100,485	128,08
Punch & Bind	9	3	3		2	1	1	6	9	1	5	11	11
	68,531	1,083	373		6,636	3,500	1,000	2,588	40,304	9,800	200	90,842	56,71
Set Up	28	1	5	2	1	3	3	2	5	1	3	5	4
	42	1	6	2	1	3	3	2	12	2	3	6	
Staple	28		1		1	6	3		2	1	2	5	
	18,472		900		3,500	17,900	10,400		5,900	4,800	2,950	6,200	11,21
Therma Bind	11	1		1	1		1	2	1	2	1	5	
	34,549	300		1,000	750		600	520	50	550	200	2,180	1,124
Thermal Ditto						4					3		
						50					72		
Transparency	3								1				
	14								14				109
Sub-Totals	425	27	53	41	64	73	29	36	115	45	110	117	1
	665,330	5,505	11,120	11,128	35,446	79,026	42,606	10,672	149,040	50,036	19,930	298,421	265,7

Mann	Monmouth Park	NYC	Pershing	Project 25	Project 28	Project 94	Psych Services	Sacred Heart	St. Anthony	Saratoga	Special Ed.	Tech High	Tech Junior	Yates	Sub-Totals
7	13		8	5	10	7	6	8	1	11	18	3	1	13	205
35	70		201	12	22	31	38	14	2	223	46	11	1	45	1,654
6	1		1	8	12	15	35	348		2	16	14	4		548
65,428	900		8,418	49,374	16,850	38,920	85,710	147,410		4,850	68,705	53,425	3,779		882,861
1		7	2	10	12	3	5	2		2	16	13	6	7	548
500		17,450	1,080	28,115	57,074	3,050	2,325	2,390		14,650	18,690	19,990	4,914	2,910	279,121
2	2			10	2	4	4	2			14	1	1		67
1,800	1,200			68,200	7,500	550	6,000	800			29,850	300	500		135,755
7	11	1	25	2	9	5	17	31		11	76	9	4	31	558
361	133	50	4,942	2	2,210	17	365	1,629		264	1,855	1,562	307	1,172	38,021
			4			2	1			2	11				35
			77			3	6			42	37				418
14	6	14	2	40	110	57	58	390	2	10	77	38	10	15	1,256
2,498	3,163	30,750	8,618	185,562	209,324	52,558	89,553	179,715	280	22,765	181,250	70,485	6,579	5,360	1,868,103
5	3		4	3	3	6	6	1		3	7	9	2	3	117
5,128	88		8,550	28,194	16,520	31,251	2,512	7,000		2,515	33,622	48,280	1,524	1,947	528,743
3	3	4	1	11	16	5	7	3	1		21	12		6	156
4	3	5	2	22	17	8	11	4	3		32	14		6	218
	2			5	11	15	32	346		2	9	7	2		483
	1,175			21,180	115,550	14,120	83,360	140,110		16,600	30,405	7,095	2,255		414,087
		6		5	2					1		2			44
		15,950		29,785	28,000					250		10,200			126,008
					3									2	12
					18									25	165
											2	6			18
											7	95			239
45	41	32	47	99	190	119	171	1,131	4	44	267	114	30	77	3,652
205,754	6,732	64,205	31,888	410,446	353,085	140,508	269,880	479,072	285	62,159	364,539	211,457	19,859	11,465	4,275,393

JOB / School	Bancroft	Central High	Clifton Hill	Holy Name Elem.	Holy Name High	Jackson	Marrs	Mason	McMillan	Miller Park
Art Work	7	3	17	13		11	4	6	5	4
	65	526	346	84		111	6	61	37	64
Collate	2	8	9	5		4	1	1	9	3
	23,418	17,228	37,126	9,250		5,702	4,200	800	61,100	2,925
Cut		2	7	1		9			3	2
		250	5,446	17		1,797			1,570	850
Fold	4	2				14	1		4	2
	2,500	13,890				1,696	400		6,700	300
Laminate	10	3	95	71		41	9	24	10	31
	676	1,045	6,183	3,847		3,048	1,528	3,457	1,110	1,998
Mount		1	2	1		9	1			1
		96	136	2		35	35			60
Offset Run	8	15	38	13	1	16	4	3	11	11
	26,268	30,168	64,468	12,018	400	8,887	8,680	1,680	67,050	6,035
Punch & Bind	2		7	7		9	1	1	2	5
	22,243		27,376	451		296	4,200	88	4,300	3,380
Set Up	2	1	11	2		7		1	5	4
	5	3	11	5		7		1	12	6
Staple	2	8	4	5		2		1	4	1
	1,500	17,228	6,250	8,370		1,300		800	13,400	325
Therma Bind			1	1		2				
			3,346	1,330		800				
Thermal Ditto						1				
						10				
Transparency	4	1	2	2	1	2			1	1
	23	8	5	31	12	10			28	4
Sub-Totals	41	44	193	121	2	127	21	37	54	65
	76,698	80,442	150,693	35,405	412	23,679	19,049	6,887	55,307	15,947

North	Pope Paul VI	Sherman	South	St. Ann	St. Frances Cabrini	St. Joseph Elem.	St. Patrick	St. Peter	St. Therese	Walnut Hill	Sub-Totals
1		4	2	2	1		3	1		6	90
3		6	2	2	3		415	4		32	1,767
3		1	2	1				2	1	4	56
20,900		8,418	9,000	15,300				4,886	1,200	3,445	224,898
5								1		8	38
5,040								130		4,325	19,425
3			1	2	1					1	35
13,300			5,000	600	400					1,875	46,661
4		17		22	17	3		18	14	30	419
661		325		857	1,701	763		1,080	222	1,747	29,748
										3	18
										45	409
13	1	3	2	4	1			2	11	26	183
36,840	100	10,108	16,300	16,100	400			4,886	8,950	11,215	330,553
1		1	3	5				2			46
301		8,418	15,400	5,812				3,977			96,242
7			1	2			1			6	50
9			1	2			1			8	71
3			2	1				1	1	3	38
20,900			9,000	15,300				1,050	1,200	2,245	98,868
3										3	10
8,000										1,300	14,776
		1						2		8	12
		4						54		186	254
1	1	1			1			2		5	25
124	30	18			60			54		209	616
44	2	28	13	39	21	3	4	31	27	103	1,020
106,078	130	27,297	54,703	53,973	2,564	263	416	16,121	11,572	26,632	864,268

JOB / School	Castelar	ISC	Hawthorne	Lincoln	Train	Vinton	J. P. Lordi	Sub-Totals	TOTALS
Art Work	3	2	4	10	5	1		25	320
	16	6	32	39	22	60		175	3,596
Collate	3	2	1					6	610
	2,560	16,400	2,430					21,390	1,129,149
Cut	1	3	5	1	1		1	12	203
	800	20,750	483	800	800		100	23,733	322,279
Fold	2	1	1	1			1	6	108
	890	20,000	2,400	13			100	23,403	205,819
Laminate	31	2	27	15	19	6		100	1,077
	1,268	7	1,743	822	1,854	184		5,878	73,647
Mount		1	1		1	1		4	57
		3	130		3	18		154	981
Offset Run	5	9	6	1	1		1	23	1,462
	9,295	39,650	3,425	800	800		100	54,070	2,252,726
Punch & Bind	1		3	1				5	168
	6,625		78	35				6,738	631,723
Set Up	1	3	4	1			1	10	216
	8	4	6	1			1	20	309
Staple	3							3	524
	10,750							10,750	523,705
Therma Bind		1	1					2	56
		1,500	30					1,530	142,314
Thermal Ditto									24
									419
Transparency									43
									855
Sub-Totals	50	24	53	30	27	8	4	196	
	32,212	98,320	10,757	2,510	3,479	262	301	147,841	

Title I Area	4,868
Totals	5,287,502

Objective 4

Purchase and make available to eligible Title I students all materials necessary to ensure success for all Title I activities.

* * * * * * * * * * * * * * * * *

All instructional materials and supplies purchased through this activity were acquired for the sole purpose of providing support for the Title I Project. These items were used for art work, printing and the development of supportive activities. A review of expenditures shows the following distribution:

Instructional materials (kits, books and reusuables)	$ 413.78
Audio-Visual Supplies (paper for printing, chemicals, tapes)	$68,764.87
Supplies (art)	$ 698.76

Objective 5

Provide in-service workshops to orient the supervisory staff and Title I area teachers with services available in the media center.

* * * * * * * * * * * * * * * * *

The following chart reflects the monthly number of workshops conducted by the media center and the attendance at these sessions.

		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	TOTAL
In-Service Sessions or Workshops +	*N	3	6	14	12	9	5	–	–	4	53
	**A	12	25	36	20	26	19	–	–	7	145
Presentations on Title I and the Media Center	N	1	–	–	1	2	–	–	–	–	4
	A	30	–	–	26	44	–	–	–	–	100
Student Involvement		20	–	100	40	–	10	–	–	60	230
Number of Schools Visited		20	14	24	10	18	13	11	14	27	151
Programs "On Loan" ++		2	6	3	15	7	2	–	1	3	39

*N = Number of Sessions

**A = Attendance

\+ = A description of the types of workshops held was recorded in objective two.

++ = In-Service programs were made available on request.

Objective 6

Assist in the development of student and teacher prepared projects.

* * * * * * * * * * * * * * * * * *

The chart below lists the origins of media center jobs completed each month during the 1971 – 1972 school year.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total
Teacher	98	161	167	204	194	225	306	227	199	1,781
Principal	20	37	24	38	36	25	32	47	28	287
Supervisor	6	19	13	18	15	22	17	26	42	178
Administration	64	92	59	72	56	49	70	67	154	683
Instruction	123	212	199	250	244	264	340	299	249	2,180

Objective 7

Provide desirable linkages with other federally funded programs needing the type of services provided through the media center.

* * * * * * * * * * * * * * * * * *

Three other federally funded programs, Neighborhood Youth Corps, Head Start and Career Opportunities Program took advantage of media center services during the year.

The production chart submitted in objective three indicates the number of jobs these programs received for each service offered by the media center.

The totals reflect all jobs and items completed for them.

	Jobs	Items
Neighborhood Youth Corps	32	64,205
Head Start	29	42,606
Career Opportunities Program	17	23,904

Objective 8

Keep an ongoing record of the types of projects developed, purchases made and the distribution of supplies and equipment for the Title I schools.

* * * * * * * * * * * * * * * *

Amounts of materials and supplies purchased and expended to support instructional activities of Title I students were entered as a part of objective four. The table shown in objective six indicated the point of origin for projects carried out by the Media Center. Thirty-four percent of the projects were specifically "teacher initiated." However, seventy-seven percent of the projects were "teacher initiated" and "instructional" in nature.

The following list indicates the kinds of jobs developed by the Media Center in three areas; printing, creative work and audio-visual materials production.

PRINTING
- Awards
- Writing charts
- Progress report forms
- Invitations
- Games
- Booklets
- Word lists
- Maps
- Mathematics tables
- Programs
- Periodic publications

CREATIVE WORK
- Posters
- Book covers
- Hand lettering
- Materials using construction paper
- Drawings
- Signs
- Flash cards
- Charts
- Maps
- Calendars
- Bulletin board displays

AUDIO-VISUAL MATERIALS – ACTIVITIES
- Photography – still and motion – black and white or color
- Slide or film presentations
- Audio – taping and duplicating
- Video tape recording
- Transparencies
- Laminations

A collection of material produced for use in the schools has been assembled for examination.

Reading Activities

ACTIVITY NUMBER 28

Reading Activities **Activity Number 28**

The need to provide supplementary reading programs to aid children in disadvantaged areas resulted in these reading activities in Title I schools:

Reading Aides

Reading aides worked with individuals or small groups of students to reinforce reading skills on the first to third grade levels. Trained in specific skills, these individuals assisted the teacher in testing and tutoring in the areas of word analysis, reading vocabulary, comprehension and oral reading. Children were thus given an opportunity to succeed.

Project Read and Math

Project Read and Math was continued for the second year at Lothrop School, providing individualized instruction for eligible elementary students. Developed and supervised by Behavioral Research Laboratories, this system of programmed instruction was utilized through special textbooks, storybooks, learning games and practice materials. Students were pre-tested to determine the point at which they entered the appropriate remedial material. Work was organized into logical sequence and broken down into concrete steps. For this reason, success was considered a pre-determined factor.

High Intensity Learning Centers

Individualized instruction was given eligible students from the fourth through twelfth grades in High Intensity Learning Centers in reading. Materials and services were provided through a management system designed by Dr. S. Alan Cohen of Yeshiva University, New York, and developed through Random House. While placement in a center was determined on a pre-testing basis, the work a student did was individually prescribed and self-directed. He was placed at a level at which he could succeed.

Reading Aide Program

ACTIVITY NUMBER 28.1

Reading Aide Program **Activity Number 28.1**

Objective 1

Aid the teachers with their eligible Title I children during the reading periods to help each student gain in reading commensurate with his own level of ability.

* * * * * * * * * * * * *

Objective 2

Help teachers with pre-post testing of students, record test results as well as other information necessary to demonstrate the success of the activity.

* * * * * * * * * * * * *

Thirty reading aides in twenty-six schools assisted 692 students. An unduplicated count of students shows the following distribution of this service.

Grade:	Kdgn.	1	2	3	4	5	6	7
Count:	7	244	268	155	16	–	1	1

Ninety-six percent of the support by reading aides was delivered to students in the primary grades.

The specific skills requiring the support of reading aides were reading vocabulary and word analysis techniques. The work of developing practice materials and techniques proceeded throughout the year. This gave the aides a closer alignment with student weaknesses identified by the classroom teacher.

The following table shows the total number of students who received help in each area.

MANAGEMENT SYSTEM SKILLS DELIVEREL BY TITLE I READING AIDES

READING VOCABULARY

Recognize Letters of the Alphabet	460
Discriminate Similarities in Letters	84
Read Words from Left-to-Right	59
Recognize Grade Level Reading Vocab. Words	537
Use Reading Vocabulary Words–Phrases–Sentences	109
Long Vowels	356
Short Vowels	402
Special Vowels	264

ORAL READING

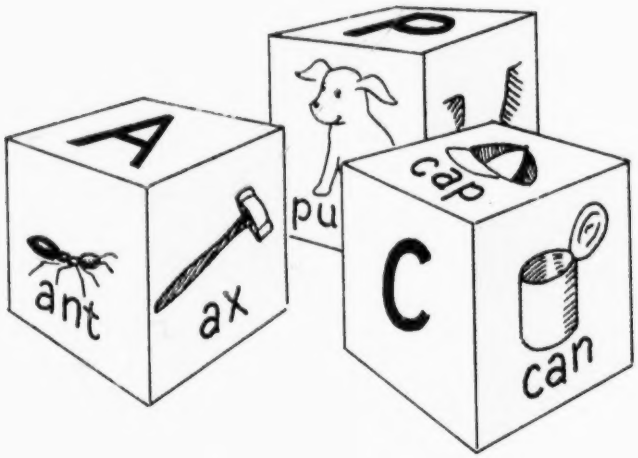
Read With Fluency (Not word by word)	11
Satisfactory Rate of Reading	8
Read without repeating Words	6
Use Punctuation Marks Properly	4
Read Without Substituting Words	4
Enunciate Words Clearly	12
Recognizing Main Ideas	8

WORD ANALYSIS TECHNIQUES

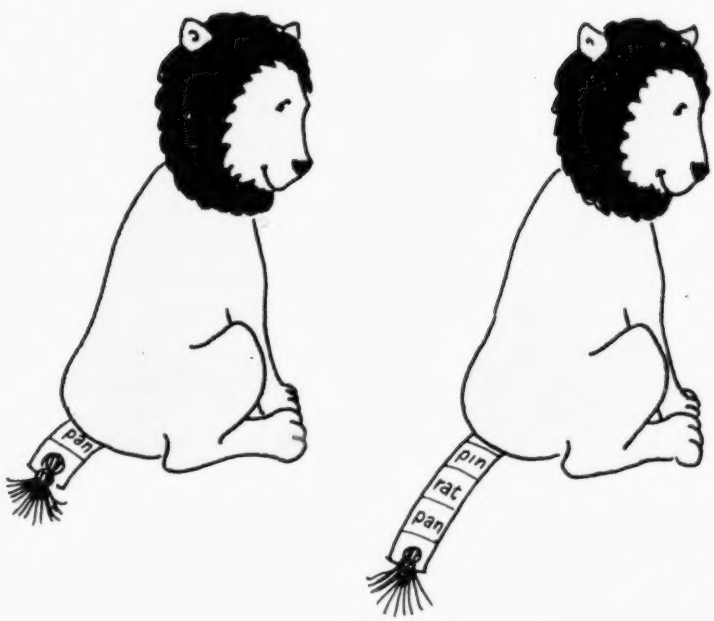
Recognize Initial Consonants	369
Recognize Final Consonants	167
Recognize Consonant Combinations	156
Recognize Rhyming Words	155
Recognize Common Elements	139
Blend Word Parts	308
Recognize Compound Words	73
Recognize & Use Roots, Prefixes & Suffixes	32
Divide Words Into Syllables	46
Diagraphs	85
Patterns	19

READING COMPREHENSION

Understand and Remember Details	4



Project "Read" And "Math"



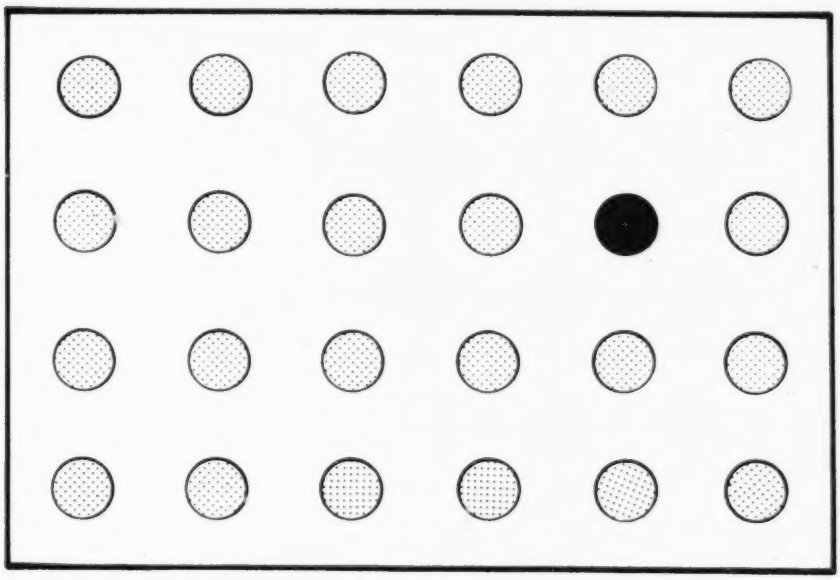
The *Project "Read" and "Math"* Report and Evaluation, Activity Number 28.3, is submitted under separate cover.

Omaha Public Schools
Funded by ESEA, Title I

ACTIVITY NUMBER 28.3

HILINC

High Intensity Learning Centers



Individualized Reading Instruction

Omaha Public Schools Funded-Title I ESEA

The *HILINC Individualized Reading Instruction* Report and Evaluation, Activity Number 28.4, is submitted under separate cover.

ACTIVITY NUMBER 28.4

Psychological Services

ACTIVITY NUMBER 29

Supportive Psychological Services **Activity Number 29**

The Title I Supportive Psychological Services activity provided valid justification and guidance in determining the instructional needs of the educationally deprived child.

Through this activity additional specialists were employed to test all educationally disadvantaged children in the Title I instructional program to determine ability levels. This information is a pertinent factor in ascertaining the needs of these children.

Also of prime importance was the screen testing made of all children of kindergarten age in Title I schools. Individual evaluations are made of children whose tests indicate a need for more complete study. Referrals of any child can be made to this department by school personnel, parents, agencies or medical authorities.

The need to identify and help children in Title I schools with emotional, psychological or learning disorders is another aim of the supportive program of the Psychological Services of the Omaha Public Schools.

This program strives to alleviate problems before they become great so each child may make educational progress.

Objective 1

Employ eight additional full-time psychologists or psychometrists in order to identify students in the Title I area in need of special programs. Four full time clerks will be employed.

* * * * * * * * * * * * * * * *

Eight professional personnel were employed for the 1971-1972 school year. Four clerks were provided throughout the school year. These persons supplemented the services being rendered in the Title I area.

The table below shows the services rendered by Title I funded personnel.

Evaluations By Grade 1971 – 1972

Psychologist Number	Pre. Kdg.	Kdg.	01	02	03	04	05	06	07	08	09	10	11	12	Not in School	Special	Other	Total
07	0	28	18	23	7	13	18	6	7	11	42	88	54	5	47	38	1	406
12	0	63	9	9	15	29	18	17	38	86	35	6	1	1	14	1	24	366
19	24	235	7	13	5	76	41	43	11	4	2	4	1	1	4	29	13	513
25	0	4	10	14	54	11	16	84	83	6	5	10	0	1	8	20	0	326
30	42	2	11	8	14	23	39	38	42	45	22	2	1	0	4	55	1	349
35	0	1	1	1	35	0	1	60	1	0	5	3	1	0	0	0	0	109
82	18	32	17	5	34	27	23	60	4	7	2	4	0	1	16	20	0	270
94	0	1	2	7	121	5	1	47	0	0	0	1	0	0	0	9	4	198
Total	84	366	75	80	285	184	157	355	186	159	113	118	58	9	93	172	43	2,537

Sixty-six percent of the evaluations conducted by Psychological Services were rendered to Title I area children and young people. Thirty four percent of the service was outside the area. A table which follows shows the distribution of this service.

Individual Evaluations – 1971 – 1972

Funding Source	Title I Area		Non-Title I Area		Total
	Number	Percent	Number	Percent	
Title I	2,095	55%	442	22%	2,536
Omaha Public Schools	1,728	45%	1,556	78%	3,284
Total	3,822		1,998		5,820

Other services, such as consulting with parents, are not included in the above table. These services were an integral part of the evaluation procedure.

Objective 2

Assist the Title I evaluator and teachers in the group pre and post testing of all Title I area and control group students in grades K-12.

Administer individual pre and post testing to all children participating in the experimental reading programs and to children in the control groups.

* * * * * * * * * * * * * * * *

The administration of the group achievement survey testing in the fall of 1971 and the spring of 1972 did not require the assistance of Psychological Services.

The High Intensity Learning Centers in Reading (HILINC) program required the individual testing of the participants. Psychological Services personnel organized a test battery and instructed participating teachers in the administration and scoring of the tests. The scoring was then verified by Psychological Services personnel and submitted to be included as a part of the data describing the achievement level of students participating in this reading program. The post testing activity was not carried out.

Objective 3

Provide individual testing for all kindergarten children not previously tested in Title I schools or at the Psychological Services as time permits.

* * * * * * * * * * * * * * * *

Information shown under objective one indicated that 366 kindergartners were evaluated individually by Psychological Services personnel.

Objective 4

Provide additional individual testing for eligible Title I area students as deemed necessary by the professional staff.

* * * * * * * * * * * * * * * *

Psychological Services personnel provided services to individual children referred because of special needs and problems. These referrals were routed to the psychologist through regular school channels. Many children were found in the general screening program, directed toward the young child who appeared to need more intensive study. These evaluations were conducted in the Psychological Services Clinic or in the school.

Problems referred for study included, but were not limited to the following:

1. Academic
2. Behavior
3. Placement
4. Emotional
5. Juvenile Court
6. Reading Clinic
7. Requests from social agencies dealing with the child and/or his family.
8. Requests from branches of the medical profession.

Various psychometric techniques were utilized in determining ability level, academic, social and emotional functioning. Personnel also served in consultative capacities regarding individual or group problems which arose.

Among the services rendered were three hundred seventy full scale ability tests given for placement in the special education program of the Omaha Public Schools. Two hundred forty nine of these students were placed in available space provided by this program during the 1971-72 school year.

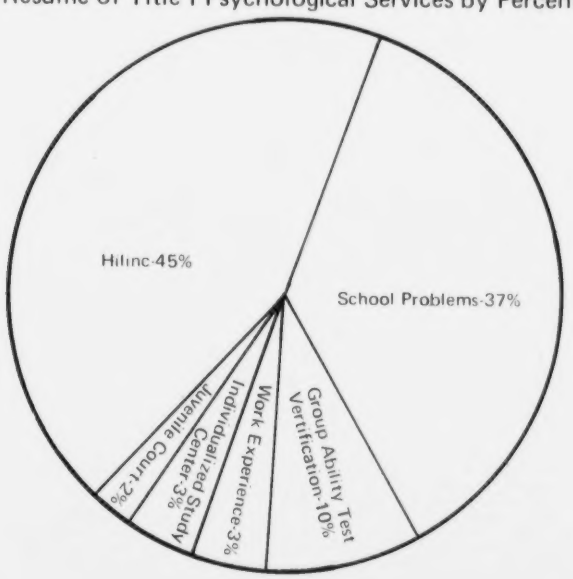
The Individualized Study Center required the evaluation of one hundred fifteen students during the year.

Three hundred forty students scoring low on a group ability survey test administered to Title I third graders were reevaluated to provide a more adequate measure of their ability.

Three hundred sixty six kindergartners and eighty-four pre-kindergarten children were evaluated for school entrance and placement purposes.

Other requests accounted for a total of 2,536 evaluations of Title I area students.

Resume of Title I Psychological Services by Percentage



COMMUNITY AIDES

ACTIVITY NUMBER 30

Community Aides **Activity Number 30**

The Community Aide Program was established in 1965 to help detect the problems which affect the school progress of the educationally deprived child and to assist him in overcoming his educational handicaps.

This year there were 52 community aides working in 45 schools to provide supportive services for children involved in the Title I instructional program. These individuals served as liaisons between the home and school. Through their dual role as citizens of the community and employees of the school, they are able to visit in the homes and explain school programs and procedures needed to make the educationally deprived child more successful. They suggest sources of aid to help parents solve problems which ultimately affect their children. Their knowledge of a child's background can be an influential factor in the way the school can help him.

Objective I

Assist building principals and/or the Title I counselors by serving in a home-school liaison capacity.

* * * * * * * * * * * * * * * * * *

Community aides provided increased supportive services for Title I students during the 1971-72 school year. Activities of community aides resulted in significant gains in the areas of attendance behavior, welfare and health.

Improvement in community aide services was due largely to extension of services to additional Title I schools and assignment of additional community aides. Community aides were increased from 21 in 15 Title I schools in 1970-71 to 52 in 45 schools in 1971-72.

Community aides made 20,742 individual contacts during the period between January 3, 1972, and June 9, 1972. There were 6,307 home visits and 14,435 telephone contacts. Contacts were for the following reasons:

Attendance	15,258	Health	1,890	Other Business	831
Behavior	1,842	Welfare	921		

Chart number 1 shows a comparison of school attendance in 15 schools composing the Title I area in 1970-71 with school attendance in those same schools in 1971-72. Improvement was made in attendance in the kindergarten through sixth grades. In secondary schools only the eighth grade showed improvement.

The gap between the Title I schools and the non-Title I schools in percent of attendance was narrowed, or remained the same, in all elementary grades except the first and third.

TABLE I

Differences in percent of attendance between Title I schools and non-Title I schools.

Grades	1970-71	1971-72
Kindergarten	5.0	5.0
Grade One	2.4	2.7
Grade Two	2.1	1.7
Grade Three	1.7	2.0
Grade Four	1.8	1.1
Grade Five	2.1	1.7
Grade Six	1.8	1.0

Considering all Title I Schools in the 1971-72 school year the percent of attendance was 92.1 percent. Elementary school students made up 47.1 percent of the total school population as shown on Table 2. Fifty-nine percent (12,334) of community aide contacts were made with elementary school children. These children attended 93.4 percent of the time. The range of attendance was from 90.9 percent in the kindergarten to 96.7 percent in the fourth grade.

TABLE 2

Distribution of Students and Community Aide Contacts by Level 1971-1972

Level	Percent of Student Population Title I Schools	Percent of Contacts Made Title I (Public and Private)	Percent of Attendance for OPS Public Schools Title I	Non-Title I
Kindergarten	7.0	5.8	90.9	94.5
Primary (1-3)	21.3	27.74	93.8	94.5
Intermediate (4-6)	18.8	25.81	94.3	95.7
Junior High (7-9)	23.4	30.71	91.0	94.4
Senior High (10-12)	26.8	5.12	90.2	93.2
Special	2.4	.10	90.4	91.6

Twenty-three percent of the total Title I school population was in the junior high schools. These students received 30.71 percent (6,370) of the community aide contacts. The percent of attendance for junior high students was 91.0 percent.

Senior high school students made up twenty-seven percent of the Title I school population. Five and two tenths percent of the community aide contacts were for students at the senior high school level. These students attended ninety percent of the time.

A look at attendance of the 1970-71 schools only showed a shift from 91.6 percent to 91.7 percent. Trends are shown by grade level in Table 3. The data is drawn from the 1971-72 school year for those schools which were designated as Title I during 1970-71.

TABLE 3

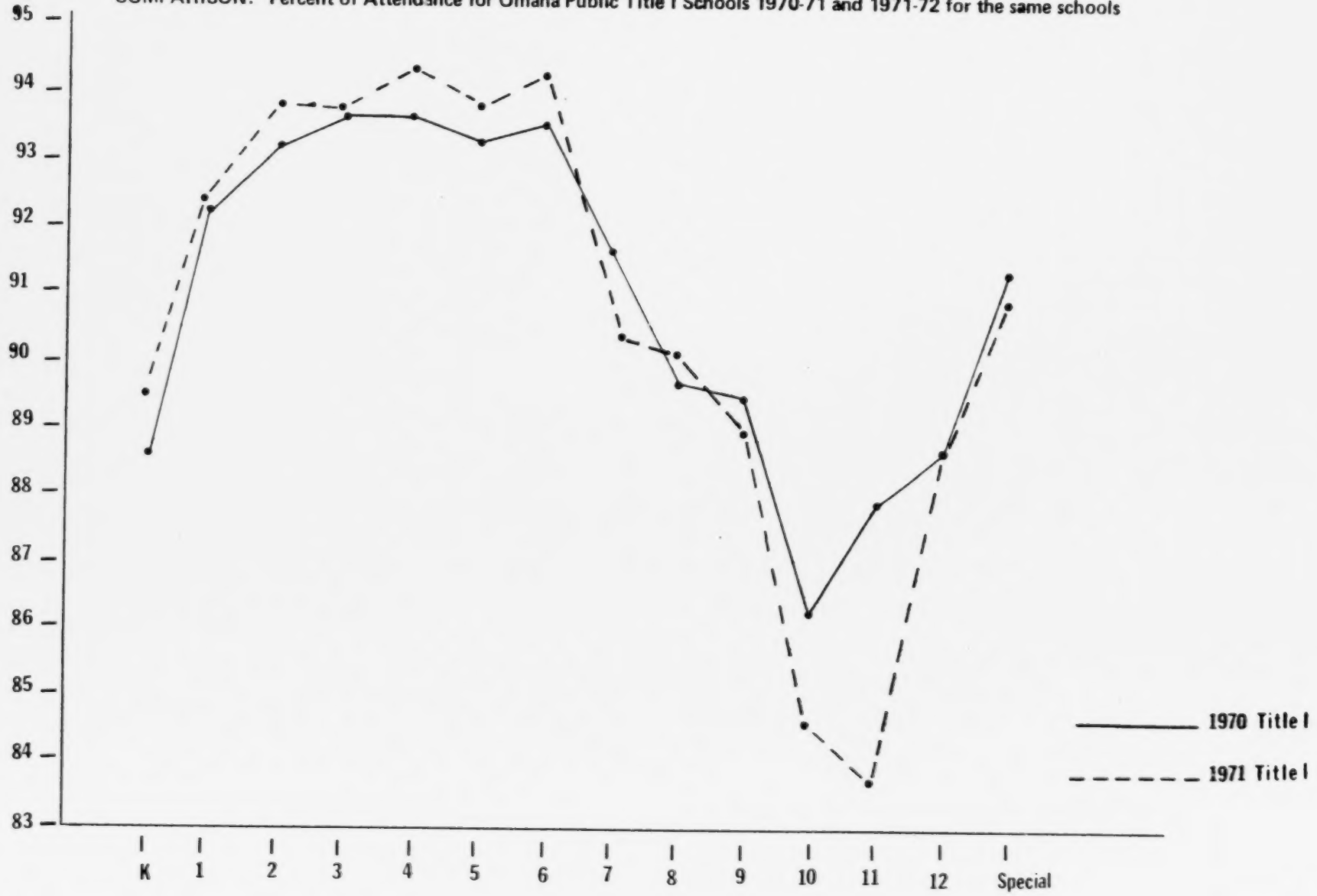
"Gains and Losses in Attendance by Grade"

Grade	Shift 1971–1972	Grade	Shift 1971–1972
K	+.7	7	–1.3
1	+.1	8	+.6
2	+.5	9	–.5
3	+.1	10	–1.6
4	+.8	11	–1.3
5	+.5	12	0
6	+1.0	Total Shift	+.1

In spite of attendance losses in grades 7, 10 and 11, a slight increase in percent of attendance was shown overall. Indications are that attention should be given to students in the entry levels for junior high and senior high school.

CHART I

COMPARISON: Percent of Attendance for Omaha Public Title I Schools 1970-71 and 1971-72 for the same schools



Community Aide Summary Report

AIDE & SCHOOL	CONTACTS			PERSON CONTACTED					NATURE OF BUSINESS				Information	
	Home Visits	Phone	Total	Mother	Father	Sibling	Relative	Other	Attend-ance	Behav-ior	Welfare	Health	To Home	To School
Alston-Kennedy	166	416	582	429	11	53	54	35	359	89	40	42	23	29
Arauzo-St. Agnes	1	18	19	9	1	6	3		13	1		3	2	
Bell-Walnut Hill	130	13	143	116	7	4	4	12	29	29	17	63	3	2
Benjamin-H. Mann	83	666	749	532	27	139	21	30	709	29	6	4		1
Bidroski-Vinton	4	453	457	358	15	30	23	31	411	7	1	32	3	3
Blair-Clifton Hill	327	437	764	727	14	8	5	10	667	52	33	10	2	
Booker-Central High	10	328	338	206	21	31	14	66	315	7	3	13		
Brazda-St. Anthony	1	87	88	65	7	4	11	1	87			1		
Brown-Tech. Jr.	297	1802	2099	1897	39	80	41	42	1888	134	7	23	43	4
Coleman-Lothrop	46	56	102	79	5	1	5	12	34	17	9	34	7	1
Combs-Central Grade	338	313	651	564	20	38	13	16	554	8	2	29	46	12
Connors-Tech. High	332	1	333	229	7	26	6	65	147	70	24	77	4	11
Curtis-Highland	180	418	598	420	47	28	43	60	301	14	71	121	72	19
Dailey-Kennedy	267	151	418	272	23	20	38	65	218	42	61	73	10	14
Delezene-Pershing	158	308	466	348	19	27	41	31	124	48	86	124	49	35
Foxall-Lake	496	281	777	548	33	27	103	66	327	122	64	193	30	41
Frazier-Druid Hill	283	207	490	343	29	22	58	38	265	20	112	57	17	19
Griego-Yates	50	885	935	678	43	92	29	93	883	17	8	25	1	1
Grier-St. Peter	14	42	56	45	3	4	3	1	44			11		1
Grimes-Sacred Heart	111	162	273	217	23	8	12	13	207	17	5	26	18	
Hearty-St. Paul VI		54	54	33	1	20			32			22		
Henderson-Proj. Exc.	19	77	96	79		2	7	8	96					
Henley-St. Therese	3	48	51	37	5	6	1	2	49		1	1		
Hert-Hawthorne	45	97	142	102	5	7	18	10	65	8	12	38	14	5
House-Train	4	81	85	65	4	13	1	2	74	4	2	2	1	2
Hudgins-Dominican	2	183	185	120	10	52	2	1	184			1		
Jackson,B.-Conestoga	124	348	472	315	18	33	30	76	291	132	25	16	1	7
Jackson,F.-Kellom	298	377	675	619	10	6	25	15	664	3	2	6		
Jackson,M.-Holy Name	1	192	193	82	13	36	8	54	192			1		
Klusmire-Marrs	73	38	111	75	6	9	16	5	31	6	1	71		2
Lavelle-St. Ann	6	17	23	21	1	1			21	2				
Lott-Saratoga	148	246	394	277	23	32	38	24	145	90	43	89	19	8
Magano-St. Francis Cabr	7	133	140	90	8	31	6	5	138			2		
Matthews-Tech. High	382	16	398	258	19	33	28	60	164	82	27	87	18	20
Mills,D.-Mason	92	229	321	149	57	46	17	52	267	5	3	43	3	
Mills,V.-Lothrop	435	321	756	476	18	55	121	86	530	168	30	27	1	
Minino-Castelar	76	193	269	202	13	13	16	25	220	2	5	31	7	4
Molina-St. Joseph	4	70	74	45	7	14	1	7	74					
Nistl-Assumption	17	19	36	31	1	3	1		14	1	1	15	5	
Pigman-Jackson	15	16	31	27	1	2	1		17	8			6	
Pressley-McMillan	12	2375	2387	1567	3	807	2	8	2370	16	1			
Podjenski-Imm. Conc.	4	46	50	43		1	4	2	46			4		
Pollard-Conestoga	58	118	176	151	4	5	10	6	129	23	8	15		1
Reed-Monmouth Park	225	730	955	879	27	10	32	7	508	170	63	113	97	4
Rothhaar-Lincoln	38	68	106	71	5	11	8	11	45	41	10	5	5	
Sacco-St. Patrick	4	120	124	87	5	10	5	16	118	2		4		
Salkeld-Sherman	33	65	98	58	8	7	17	8	57	6	2	33		
Siezkowski-Holy Name	4	151	155	108	13	23	9	3	150		2	3		
Simms-H. Mann	48	4	52	31		3	3	15	42	7		3		
Starks-Miller Park	334	657	991	726	48	99	46	72	736	60	38	129	14	14
Thompson, B. - Jackson	45	105	150	106	10	6	8	20	133	4	3	4		6
Thompson, V.-Franklin	357	79	436	356	25	10	20	25	42	217	74	88	5	10
Webb-Franklin	100	118	218	172	14	10	10	12	32	62	19	76	24	5
SUB-TOTAL	6307	14435	20742	15540	776	2064	1038	1324	15258	1842	921	1890	550	281
TOTAL	20742			20742					20742					

1971-72

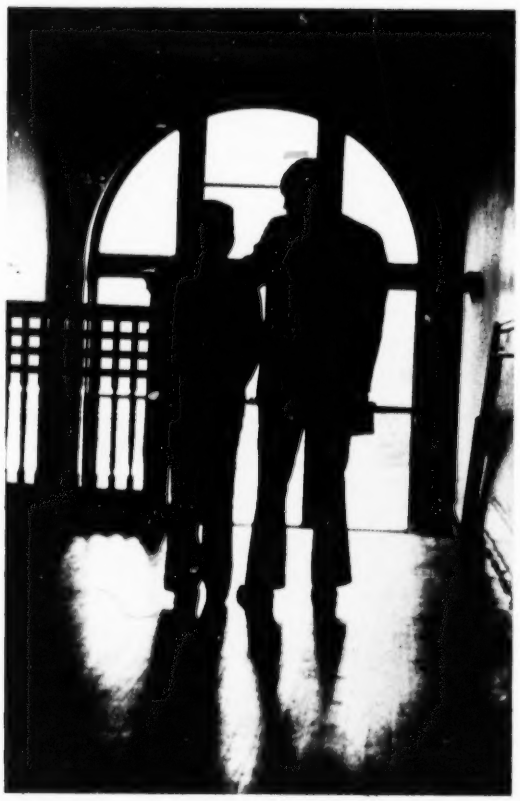
Year

GRADE LEVEL OF STUDENT (for whom contact was made)																			
Pre-School	Kdg.	Pre-First	1	2	3	4	5	6	7	8	9	10	11	12	Ung.	I P	EMH	TMH	ED
	32		78	57	77	117	83	102									36		
				1	2	3	4	1	3	5									
		2	3	25	13	11	41	35									13		
									279	234	236								
	57		52	83	31	40	42	83							46		13		
	48		108	93	95	89	158	136								10	27		
											39	123	94	82					
			12	17	14	7	9	6	8	15									
									1186	913									
	9		29	5	15	6	12	26											
	117		71	54	45	68	47	101									95	51	2
											102	117	60	54					
17	72	20	86	106	84	71	53	89											
	50	42	120	104	19	18	17	22									26		
	23		30	22	30	51	44	38	94	47	87								
	153	69	121	167	235	2												30	
	35		85	65	86	44	78	88									9		
	131		144	144	134	139	77	166											
			6	10	2	4	4		25	5									
			37	23	16	1	3	1							192				
											17	12	7	18					
			6	4	36	14	14	10	10	2									
			22	3	10	6	2	1	5	2									
	16		35	17	15	18	12	29											
	12		12	18	14	7	4	18											
															185				
	1		11	8	20	104	173	152									3		
	125	3	117	128	84	44	73	63									38		
											35	57	57	44					
	1		9	2	9	12	2	2	20	24	30								
	1		2	1	2	4	3	1	6	3									
	32	7	48	36	73	65	63	61									9		
							26	23	45	46									
											148	123	96	31					
	38		29	19	36	33	34	23											
				159	173	277	145	2								106	3		
	34		64	40	26	31	45	29											
			5	5	4	15	12	6	19	8									
			1	2	5	4		12	11	1									
	6		1	3	5		6	2	8										
									943	1023	421								
	2		2	1	4	7	15	2	16	1									
	23		58	36	22	10	11	11									5		
	24		168	156	125	158	184	110								30			
	20		9	10	5	14	9	30									9		
			8	11	16	18	19	20	11	21									
	11		10	16	11	9	12	5	9	15									
			9	10	7	15	15	11	69	19									
									18	19	15								
	97	35	156	149	104	132	138	128								41	11		
4	9		19	16	22	6	18	4	37	15									
	12	2	51	46	61	66	94	53								51			
	4		28	20	33	32	45	34								22			
21	1205	180	1862	1892	1820	1772	1846	1736	2822	2418	1130	432	314	229	423	260	297	81	2

In-Service Programs

ACTIVITY NUMBER 36

TEACHER INTERN PROGRAM



ACTIVITY NUMBER 36.1

Teacher Intern Program **Activity Number 36.1**

A solution to the problem of finding teachers who are suited by experience and nature to serve educationally disadvantaged children has been found in the Teacher Intern Program. In its third and final year of funding, fourteen Viet Nam era veterans continued their training to be teachers.

Encouraged to work in inner city schools, participants maintain a full time schedule of thirty hours a week in the school while attending the University of Nebraska at Omaha nine hours a week. They are credited with two hours student teaching daily. With the twelve semester hours they gain in the summer, interns earn credit for a full year's work.

Much of the success of this veteran to the education field might be attributed to the qualifications he brings to his job. As a person who has a similar background, he has compassion and understanding for the educationally deprived children with whom he works. He offers meaningful guidance and counsel. In many cases where there might be a communication barrier between the teacher and student, he often intervenes successfully.

Classroom experience with educationally deprived children has covered many phases: monitoring, tutoring and visiting in the homes. The intern is a figure children and parents can admire and respect. He adds another dimension to the Title I program in the Omaha Public Schools.

Objective I

Employ sixteen teacher interns who have had life experiences similar to those of children in the Title I area. Assign them to work with teachers and students in the Title I area.

* * * * * * * * * * * * * * * * * *

The 1971-72 year marked the fourth and final year the teacher intern program was included as part of the Omaha Title I project.

During that year fifteen black military veterans continued to serve in Omaha's "inner city" schools while carrying course loads at the University of Nebraska at Omaha. Most of these interns were "inner city" high school graduates who brought to their jobs an empathy and understanding for children in the disadvantaged area.

A study of the accompanying table shows that the work experience of these men prior to entering military service covered a wide range of fields from general laborers to semi-skilled and skilled workers. Their military experience was also varied including such occupational specialties as cook, medic, clerk, infantry soldier, dental technician and mechanic.

All interns were assigned to disadvantaged area schools. Nine of them were placed in Title I schools and the remaining six worked in other Omaha "inner city" schools.

The list below indicates the school each intern was assigned to during the 1971-72 school year. Those working in Title I schools were paid through Title I funds and those employed in other schools were reimbursed by the Omaha Board of Education. The maximum work load for a teacher intern was 30 hours per week.

TEACHER INTERN ASSIGNMENTS

SCHOOL	NAME	REMARKS
BELVEDERE	Marvin Stone	Graduate 5/72
	+ Robert Taylor	Graduate 5/72
CENTRAL PARK	+ Curtis Morgan	Graduate 5/72
* FRANKLIN	Harry Rutledge	Resigned from program (moved)
	Edward Hayes	Graduate 5/72
* INDIAN HILL	+ Hubert Carter	Graduate 5/72
*KELLOM	Robert Magic	Anticipates '73 graduation
*KENNEDY	Eddie Stanton	Resigned from program (new job)
*MCMILLAN JR. HIGH	+ Bobby McAllister	Graduate 5/72
MINNE LUSA	+ Jesse Graham	Graduate 5/72

TEACHER INTERN ASSIGNMENTS

SCHOOL	NAME	REMARKS
* MONMOUTH PARK	Larry Stevens	Anticipates '73 graduation
MONROE JUNIOR HIGH	+ Gerald Brown	Graduate 5/72
	John Cooper	Resigned from program (new job)
* TECHNICAL JUNIOR HIGH	James Dumas	Anticipates '73 graduation
* WALNUT HILL	Peter Boykins	Graduate 5/72

* Title I Schools
\+ Accepted OPS contracts for 1972-1973 year.

The principal activities of the interns in the school were:

1. Tutoring

   One of the most important responsibilities of a teacher intern was providing individual and small group tutelage. With the help of the intern, students were able to gain greater knowledge and understanding about academic subjects.

   The intern learned new methods of teaching through this kind of practical experience.

   Tutoring sessions were ordinarily set up in one of two ways. The intern was either assigned to that duty by a teacher, or the student asked to be separated from the class for individual help from the intern. Through this kind of experience the intern gained meaningful insight into some of the problems and demands an "inner city" teacher faces.

2. Assisting With Supervision

   While the veteran's role as a teacher intern directed he operate as a supervisor throughout the day, day, he was also responsible for specific monitoring duties.

   Interns helped teachers supervise the lunchroom at breakfast and the noon meal.

   They also assisted with hallway supervision at arrival and dismissal time.

   The interns paid special attention to children they were serving in classes, on the playground, at recess and during library period.

3. Counseling

Much of the success of the intern as a counselor might be attributed to the unique qualifications he brought to the school.

As a person who has grown up in an "inner city" area, he had compassion and understanding for the children with whom he worked. He offered meaningful guidance and counsel. In many cases where a communication barrier existed between student and teacher, the intern was able to intervene successfully.

He provided a figure whom the children admired and respected. Students appreciated the opportunity to talk with men who have experienced the conditions they now face as disadvantaged area students.

4. Parental Contact

A vital part of the intern's role was the contact he maintained between the school and the home. Parents appreciated his work and were willing to share problems they saw not only in their own children but others as well. The intern made many telephone calls and was available for parent student conferences or to answer questions regarding school policy.

Where discussion was needed regarding a specific problem, he often acted as a laison between teacher or principal and parent.

Home contacts and visits were an important activity undertaken by the interns. Their ability to communicate with parents and citizens of the community contributed to a better understanding between the school and the community.

5. Individual Involvements

The teacher interns performed many other functions which aided the teachers in their non teaching activities. Their enthusiasm and desire to be helpful created excellent rapport among themselves, teachers, parents and students.

Besides their regular duties in the school, the interns were involved in after school activities with children such as sports, debate, art and science projects, talent shows, field trips and school plays, with particular support given those students who were achieving below the average for their grade group.

NAME	Age	Marital Status	EDUCATION		Work Experience—Civilian	SERVICE INFORMATION					Date Entered the Program
			High School Location	Present UNO Standing		Branch	Length in Service		Significant Military Experience	Awards	
							yrs.	mo.			
Gerald Brown	27	M	Omaha Central	Grad	General Laborer	Navy	2	0	Supply & IBM spec.		9-5-68
Peter Boykins	33	M	South Bend H.S., Indiana	Grad	JFK Center Director	USAF	4	0	Physical Training Instructor		9-5-68
Hubert Carter	27	M	Lower Menion Ardmore, Pa.	Grad	Allied Van Lines-Laborer Booth Mem. Hosp-Orderly Western Elec.-Shop worker	Army	3	0	Missile Launching Control Communications		1-5-69
John Cooper	26	S	Omaha Tech		General Factory Worker	USAF	4	0	Admin. Clerk	Good Conduct	9-5-68
James Dumas	33	S	Omaha Tech		Western Elec.-Repairman Armour Packing-Laborer	Army	2	4	Medical Specialist		1-5-69
Jesse Graham	22	M	Ft. Gibson H.S., Okla.	Grad	Cudahy Packing-Laborer Graham Buick-Lot Attend.	USMC	1	4	Infantry Soldier	Purple Heart	1-12-69
Edward Hayes	30	M	Omaha South	Grad	Vickers-Mach.-Inspector Boys Club-Coach	Army	3	0	Security Clerk		9-5-68
Bobby McCallister	24	M	Omaha Tech	Grad	U.P. Railroad-Clerk	Army	2	0	Infantry Soldier Admin. Clerk	Air Wings; two combat medals; Unit, cit.	3-6-69
Robert Magic	28	S	Omaha Tech		V.A. Hosp.-Orderly Evans Clnrs.-Laborer Cent. Mattress-Laborer	USMC	3	0	Missile Launch Control Communications		1-5-69
Curtis Morgan	24	M	Omaha Central	Grad	Sales Clerk; Postal Clerk	Navy	3	0	Food Prep. Spec.	Viet Nam Service Medal	9-5-68
Harry Rutledge	26	M	Omaha Tech		Gas Co.-Construction Insurance Co.-Mail Clerk	USAF	4	0	Distribution Spec.		9-5-69
Eddie Staton	22	M	Central H.S. Pueblo, Colo.		Laborer	USAF	3	6	Admin. Clerk Instructor		1-5-69
Larry Stevens	24	M	Warrensburg H.S., Mo.		Northwestern Bell-Record Center Attendant	Army	2	0	Wire Team-Chief in Communications	Good Conduct	8-5-69
Robert Taylor	22	M	Omaha Central	Grad	MUD-Laborer; Western Elec.-Machine Operator, Control Data-tool setter	USMC	4	0	Infantry	Good Conduct	10-5-68
Marvin Stone	24	S	Atchison H.S. Kansas	Grad	Hospital Orderly; factory worker	Army	2	0	Medic	Officers Citation	1-5-69

Objective 2

Provide the teacher intern with additional experience and knowledge in all special service areas of education available to teachers and students in the Title I area schools.

* * * * * * * * * * * * * * * * * *

All interns pursued an elementary education program at the University of Nebraska at Omaha where they generally carried nine hours per semester, plus twelve hours each summer to complete a full year's work in a calendar year. For the first two years of the program classes were held "off campus" in the Omaha Public Schools; however, more recently they have been attending regular classes at the UNO campus.

With student teaching requirements fulfilled during the 70-71 year, nine interns were qualified to receive bachelor's degrees in May, 1972. Three continued their elementary programs during the 72-73 school year. (The remaining three chose to resign from the program.)

The chart on the following page lists the program requirements in elementary education and indicates the scope of course work each intern took, up to and including the second semester of 1972.

In-Service Training

Prior to the beginning of the program, an in-service training session was conducted by several universities and Omaha Public School staff personnel.

The training session had a threefold purpose.

1. To orient the veterans with their duties as teacher interns.
2. To discuss questions pertaining to their role as an intern in school.
3. To familiarize them with the scope of resources offered by the Omaha Public Schools.

This session was video taped, and new interns viewed it as part of an introductory in-service training orientation. Subsequent in-service classes were held periodically throughout the 1971-72 year to further discuss the intern's problems and questions concerning his existing situation and duties.

In addition the intern received a school orientation from the principal of his assigned building. During this session and throughout the year, the principal helped the intern to further understand his role as a paraprofessional. Interns also attended all staff and faculty meetings within their buildings.

UNIVERSITY OF NEBRASKA AT OMAHA
ELEMENTARY EDUCATION REQUIREMENTS FOR TEACHER INTERNS
(Up to and including second semester 71-72)

NAME	Professional Education Requirements (each course = 3 credit hours)														General Education Requirements (as indicated)								
	Introduction to Teaching	Human Growth and Learning (OR)	Human Growth and Development	Educational Psychology	Health and Safety	Literature for Children	Teaching of Reading	Teaching of Language Arts	Teaching of Social Studies	Math 100	Teaching of Mathematics	Teaching of Science	Begin Student Teaching	Advanced Student Teaching	English		Science	Social Science	Humanities	Physical Education	Divisional Major	Service Courses	Electives
															2 Semester		10-12	12	12	4	varies	2	
															111	112	hours	hours	hours	sem.	cour.	cour.	
Brown, Gerald	Fulfilled requirements for graduation 5/72																						
Boykins, Peter	Fulfilled requirements for graduation 5/72																						
Carter, Hubert	Fulfilled requirements for graduation 5/72																						
Cooper, John	x		x	x	x		x		x		x				x	x	x	*3	6	–	18	1	11
Dumas, James	x		x	x	x	x	x	x	x		x	x			x	x	x	18	9	–	12	1	22
Graham, Jesse	Fulfilled requirements for graduation 5/72																						
Hayes, Edward	Fulfilled requirements for graduation 5/72																						
McCallister, Bobby	Fulfilled requirements for graduation 5/72																						
Magic, Robert	Fulfilled requirements for graduation 8/72																						
Morgan, Curtis	Fulfilled requirements for graduation 5/72																						
Rutledge, Harry	x	x			x					x					x	x	5	–	3	1	–	–	9
Staton, Eddie	x		x		x					x					–	–	x	3	6	–	–	–	10
Stevens, Larry	x	x			x				x			x			x	x	5	6	3	–	–	–	12
Stone, Marvin	Fulfilled requirements for graduation 5/72																						
Taylor, Robert	Fulfilled requirements for graduation 5/72																						

x=course completed successfully

* hours completed

Objective 3

Cooperate with University of Nebraska at Omaha and the Nebraska State Rehabilitation Center to encourage the teacher interns to complete their college degree and enter the teaching profession.

* * * * * * * * * * * * * * * * * * *

Recorded below is the academic status of each teacher intern at the University of Nebraska at Omaha up to and including second semester 1972. UNO requires 125 credit hours with 2.0 grade average work for an elementary education degree. (Based on a 4.0 scale with 4.0=A, 3.0=B, etc.)

SOCIAL SECURITY ACCOUNT NUMBER	CREDIT HRS. ATTEMPTED	CREDIT HRS. COMPLETED	GRADE POINT AVERAGE
308-34-5178		Graduated	2.3
508-50-3358		Graduated	2.5
176-36-7639		Graduated	2.8
505-56-1159	109	88	2.0
508-42-6106	115	109	2.2
505-60-6710		Graduated	2.2
505-50-2962		Graduated	2.2
505-54-9312	85	82	2.5
505-54-9116		Graduated	2.8
506-54-8784		Graduated	2.4
505-58-3550	89	48	1.3
522-66-5818	69	43	1.4
494-50-0074	86	74	1.9
512-48-6076		Graduated	2.2
505-46-4501		Graduated	2.7

Six graduates of this program have received teaching contracts for the fall 1972 school year. They have fulfilled the requirements for an elementary education degree and have received assignments in an Omaha "inner city" school. The intercommunication of the following page verifies the employment of these six men. They have been assigned to the following buildings:

Curtis Morgan – Central Park School
Robert Taylor – Belvedere School
Bobby McCallister – McMillan Junior High School
Gerald Brown – Monmouth Park School
Hubert Carter – Indian Hill School
Jesse Graham – Kellom School

Most interns received paid tuition, books and medical expenses (subsistence) during the 71-72 year. In most cases these expenses were paid by the Nebraska State Rehabilitation Center; however, some received financial aid from the Veterans Administration.

In order to receive these benefits they were expected to maintain a "C" average and send in periodic status reports. The center, along with the University of Nebraska at Omaha, also extended counseling services to the interns.

OMAHA PUBLIC SCHOOLS
INTERCOMMUNICATION

To: Dr. Lloyd Texley, Title I Evaluation
From: William Langdon, Personnel Department
Date: June 14, 1972
Subject: Employment of Veterans in Education

Again this year we have been asked to write a letter of verification regarding those teacher interns who have been contracted as certified teachers with Omaha Public Schools for the next school year, 1972-73. The following listed men have been a part of this special program and have now completed their educational preparation in order to be teachers.

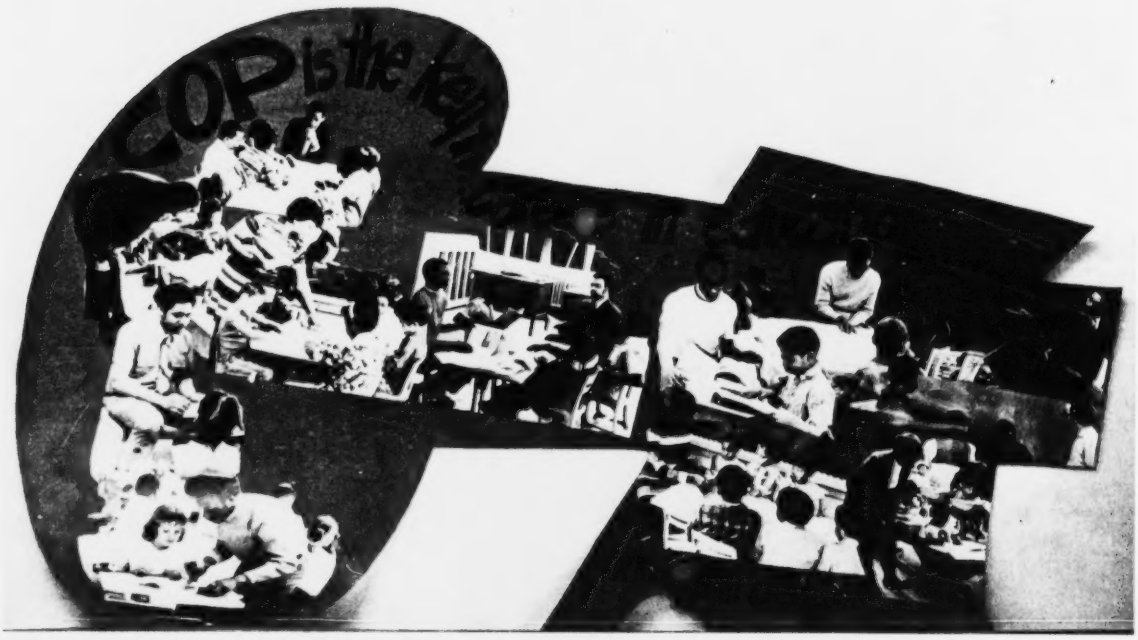
1. Morgan, Curtis
2. Taylor, Robert
3. McCallister, Bobby
4. Brown, Gerald
5. Carter, Hubert
6. Graham, Jesse

Marvin Stone and Edward Hayes were offered contracts but declined them. A question still remains concerning James Dumas for 1972-73.

If you have any further need of more information, please do not hesitate to contact this office.

cc: Mr. Duane Wilson

42/2



Career Opportunities Program

ACTIVITY NUMBER 36.2

Career Opportunities Program **Activity Number 36.2**

Educationally disadvantaged children benefitted from the combined efforts of the classroom teacher and aides of the Career Opportunities Program. Their partnership in the classroom has brought a fresh outlook and better understanding into the Title I instructional program.

Since its establishment in June, 1970, 60 persons . . . ten of whom are supported by Title I funds . . . have qualified to participate in the Career Opportunities Program. Selected on the basis of low income and good character, these aides have widely differing educational backgrounds. For this reason they are training to work in education at various levels.

The aide spends part of the day in the classroom serving educationally deprived children and part in university training. Teachers and team leaders provide supervision. Funding comes from the Education Professional Development Act, the Johnson-O'Malley Act, Title I, the Omaha Public Schools and the Concentrated Employment Program.

Introduction

The Career Opportunities Program's overall objective was to expose capable persons from low income areas to educational careers in an effort to improve the educational and employment opportunities for the poor.

In addition to providing career opportunities in education for persons from low income backgrounds, the Career Opportunities Program (COP) attempted to improve the quality of instruction in the classroom.

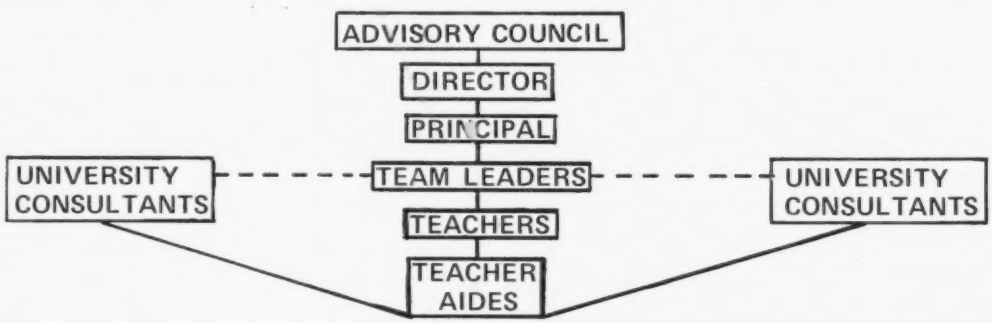
Under the supervision of experienced teachers and team leaders, COP aides were employed in the schools while participating in college courses that could ultimately prepare them as professionally degreed teachers.

Designed for people who had the ability and desire to help provide better education for children, the program employed both Vietnam veterans and non-veterans regardless of their academic backgrounds.

During 1971-1972, the program was in six schools; Clifton Hill, Conestoga, Druid Hill, Lake, Lothrop and Saratoga. All six schools served areas where over eighty percent of the pupils came from low income homes and had educational achievement problems.

The program was governed by an advisory committee of individuals representing the communities, schools, universities, paraprofessions, Veterans in Education and other linking organizations from the community.

The diagram shown below attempts to illustrate the staff-line relationships within the Career Opportunities Program.



The following information describes the Career Opportunities Program with specific reference to each objective. The discussion following each objective is drawn from descriptive information for the total program.

Objective 1

To provide staff to give increased attention to each pupil.

* * * * * * * * * * *

The following personnel were involved in the planning and training of the Career Opportunities Program.

The *Title I Director* supported the Career Opportunities Program by contributing ideas and suggestions to the Advisory Committee. He directed resources and coordinated staff efforts in promoting the improvement of the Career Opportunities Program. He coordinated publication of stories related to the program in the Title I newsletter.

The *Title I Evaluation Coordinator* participated on the Advisory Committee and the evaluation sub-committee. The aide, teacher and parent questionnaires were designed by him for the purposes of helping evaluate one aspect of the program. Other assistance with details of the overall evaluation for the total program was also rendered by him.

The *school principals* of the six cooperating schools - Clifton Hill, Druid Hill, Saratoga, Lothrop, Lake and Conestoga - made their buildings available for the Career Opportunities Program. They planned with team leaders and classroom teachers for purposes of matching teachers and aides. They also developed ways of involving aides in school relations with the community, such as assigning them to home visits.

The principals of these six schools were also members of the Career Opportunities Committee. They attended committee meetings and worked with Career Opportunities participants for better implementation of team activities.

The *Cooperating Teachers* were primarily responsible for training the aides in the instructional and non-instructional routines of the classroom. They scheduled assignments not only for the children in their rooms but also for aides who assisted them in daily activities. The cooperating teachers also tutored the aides in specific skills such as manuscript and cursive writing, using audio-visual materials and equipment and utilizing the instructional techniques in the classroom. In addition they assisted aides to overcome weaknesses pointed out in their evaluation reports.

The *Team Leaders* were successful classroom teachers who were soundly grounded in elementary education for low-income and minority group pupils. Besides having the ability to plan instruction and provide in-service training for the teams to which they were assigned, they exerted leadership so their teaching teams added to the instructional input of the school.

Their main responsibilities were to:

a) Serve as a liaison between school and administrative staff;
b) Communicate with university consultants as to the progress of each aide;
c) Be available to the principal when services were needed;
d) Keep the principals informed of the program and the activities and needs of the aides;
e) Plan and work with the learning teams in the schools;
f) Help teachers use aides more effectively;
g) Participate in the planning of in-service programs for aides and teachers;
h) Schedule aides for classroom and building duties;
i) Supervise activities of the aides;
j) Counsel with the aides and help them adjust to their responsibilities; and
k) Keep daily attendance records and send in monthly reports on each aide to the director of the program.

COP Aides performed a variety of tasks in the classroom including: clerical and housekeeping assignments, instructional and non-instructional work with students and use of audio visual equipment. According to a survey of their opinions, they consider their primary duties as drill and practice in the areas of reading and mathematics. Also important was the time spent listening to student problems and counseling students on appearance, etc. They reported many hours of supervising seat work and conferring with parents.

The following list of tasks represents a summation of the activities performed by COP aides.

Clerical

1. Collected lunch and milk money.
2. Collected money for class pictures, field trips, etc.
3. Filed correspondence and other reports in children's records.
4. Requisitioned supplies.
5. Sent for free and/or inexpensive classroom materials.
6. Maintained pupils' cumulative records for school and district files.
7. Kept attendance records.
8. Entered evaluative marks in the teacher's marking book.
9. Averaged academic marks and prepared report cards.
10. Kept records of class schedules.
11. Kept records of books children have read.
12. Kept inventory of classroom stock-equipment, books, and instructional supplies.
13. Managed classroom libraries.
14. Set up and maintained seating charts.
15. Typed teacher correspondence to parents.
16. Typed, duplicated and collated instructional materials.
17. Typed and duplicated the class newspaper.
18. Duplicated students' writings and other works.
19. Typed and duplicated scripts for plays and skits.
20. Kept and maintained a folder of representative work for each pupil.
21. Filed resource materials for various teaching units.
22. Compiled information for teacher reports.
23. Set up appointments for parent-teacher conferences.
24. Set up appointments for home visits.
25. Prepared bulletins for parents to explain school programs, events and rules.

Housekeeping

26. Prepared and supervised pupil work areas.
27. Mixed paints for art instruction, put down drop cloths, etc.
28. Arranged instructional materials for accessibility.
29. Supervised pupil cleanup time.
30. Kept bulletin boards current and neat.
31. Kept blackboards clean and ready for use.
32. Maintained orderly arrangement of the classroom.
33. Watered plants and tended pupil classroom projects.
34. Prepared and served refreshments at snack time and cleaned up afterwards.
35. Arranged interesting and inviting corners for learning: science or recreational reading areas, investigative areas.

Non-Instructional Assistance

36. Gathered supplementary books and materials for instruction.
37. Proofread the class newspaper.
38. Collected homework and test papers.
39. Built up resource collections.
40. Obtained special materials for science or other projects.
41. Helped supervise students in the playground or cafeteria.
42. Supervised the loading and unloading of school buses.
43. Monitored the classroom when the teacher had to leave it for brief periods.
44. Arranged and supervised indoor games on rainy days.
45. Organized and supervised the intramural athletic program.
46. Checked out library books in central library for pupils and/or the teacher.
47. Made arrangements for field trips, securing parental permission forms.
48. Made arrangements for special classroom resource speakers.
49. Displayed pupil work.
50. Helped children with their clothing.
51. Performed routine health tasks; weighing, measuring and eye testing by chart.
52. Administered routine first aid and attended sick and injured children.
53. Telephoned parents to pick up a sick or injured child or took the child home if necessary.
54. Accompanied an injured child to a doctor or hospital.
55. Telephoned parents of absent children.
56. Telephoned parents to verify notes requesting that children leave school early.
57. Conferred with other teachers and the principal about specific children.
58. Supervised club meetings.
59. Assisted committees engaged in special projects-constructing, researching or experimenting.
60. Helped resolve pupil disputes and quarrels.
61. Helped in the preparation of assembly plays and programs.
62. Set up special classroom exhibits.
63. Accompanied a child to the office, nurse's room, etc.
64. Monitored the study hall.
65. Cared for preschool children during parent-teacher conferences, lectures and other events.
66. Helped the teacher supervise students on field trips.
67. Ran errands.

Audio-Visual Assistance

68. Ordered and returned films, filmstrips and other A-V materials.
69. Procured and returned A-V equipment.
70. Set up and operated overhead projectors, slide viewers and other instructional equipment.
71. Previewed films and other A-V materials.
72. Prepared introductions to give children background for viewing A-V materials.

Instructional Assistance

73. Corrected standardized and informal tests and prepared pupil profiles.
74. Corrected homework and workbooks, noted and reported weak areas.
75. Interviewed children with specific learning problems.
76. Observed child behavior and wrote reports.
77. Prepared informal tests and other evaluative instruments.
78. Prepared instructional materials - cutouts, flash cards, charts, transparencies, etc.
79. Collected and arranged displays for teaching purposes.
80. Prepared special learning materials to meet individual needs—developed study guides, taped reading assignments for less able readers, etc.
81. Reviewed a small class group about understanding a simple face, skill or appreciation.
82. Tutored individual children of special ability groups.
83. Reviewed, summarized or evaluated learnings.
84. Helped children who missed instruction because they were out of the room for special work - remedial reading, speech therapy, etc.
85. Repeated lessons for slow learners.
86. Helped pupils who were absent to catch up with the rest of the class.
87. Assisted children with written compositions, especially in spelling, punctuation and grammar.
88. Listened to the childrens' oral reading.
89. Demonstrated safe and proper use of tools.
90. Taught etiquette and good manners.
91. Assisted the teacher in special demonstrations in science, art, etc.
92. Provided accompaniment in music classes.
93. Read and told stories.
94. Helped pupils find reference materials.
95. Read spelling or vocabulary lists.
96. Supervised pupil laboratory work.
97. Put written and number work on the blackboard.
98. Assisted in drill work with word, phrase and number flash cards.
99. Supervised children's work after school.
100. Assisted and checked pupils in seat work.

Further attention was afforded by the linkage between the Career Opportunities Program and other ESEA. Title I activities. Among these linkages were:

COP aides worked with the teachers and students in 'Project Read and Math'.

The Reading Resource Centers were open to COP aides and team leaders for use.

COP aides accompanied community aides on home visits to acquaint them with the broader scope of the school program.

Professional growth was realized by COP aides by helping reading aides and library personnel schedule classroom activities.

The total COP effort was supported by evaluation suggestions for evaluation design and assistance in data collection, compilation and interpretation.

Provided supporting services of the Title I Media Center which provided:

Printing

a) Programs for a play;
b) "My Writing Book: and manual;
c) "Number Booklets 1 – 10";
d) ABC booklets;
e) Open house booklets;
f) "Chats & Facts" invitations for Saturday meetings;
g) Progress report cards;
h) Dictionaries and worksheets made by aides;
i) Tickets for school carnival;
j) Sixth grade graduation certificates;
k) Achievement, citizenship and attendance certificates;
l) Project "Read" dictionaries;
m) Worksheets for Project "Read and Math."
n) Booklet "Happiness is Writing";
o) Booklet "Flying High in Math";
p) COP handbook; and
q) Information booklet for paraprofessionals.

Other Services

a) Audio-visual in-service training;
b) Film for cameras used in taking pictures of activities;
c) Carousel slide projector;
d) Physical education equipment;
e) Memo pads for team leaders;
f) Pre-made materials;
g) Lamination services;
h) Language master cards;
i) Cassettes, tape recorders, and musical instruments;
j) Encyclopedia Britannica filmstrips;
k) Maps and map skills for Nebraska unit; and,
l) Photography processing services.

Objective 2

To recruit persons of poverty background to take position as teacher aides or members of a teaching team in designated schools.

* * * * * * * * * * * * *

The specific plan for recruitment of COP personnel specified that a prime source for participants will be those persons already functioning as paraprofessionals in the Omaha Public School System. Head Start aides, library aides, community aides, remedial reading aides, Special Education aides, and physical education aides. From this group COP aides were selected. Others like cafeteria aides were also reassigned if interested to COP teaching teams. Youth who were tutoring younger children on a volunteer basis, Neighborhood Youth Corps and Upward Bound participants were recruited for the Youth Teaching Youth component of the program.

One of the most effective methods used to recruit new persons into the program was by word of mouth in the school communities. Residents working as paraprofessionals and persons who were serving on the Advisory Committee proved to be enthusiastic recruits. The schools publicized the program through communication with the PTA and notes to parents. Principals and teachers suggested possible candidates from among acquaintances in the community. Information was also spread by area churches and GOCA community centers. Representatives of the Greater Omaha Community Action also served on the Advisory Committee. Professional staff from both the University of Nebraska at Omaha and Creighton University also served on the Advisory Committee.

New Careers, a component of the Concentrated Employment Program of the City of Omaha, participated in this project and recruited and assisted in the selection process. Active in locating employment opportunities for minority group persons, the Urban League disseminated information and referred possible participants.

The Omaha office of the Nebraska State Employment Service referred candidates, as did the Veteran's Administration. Staff members, particularly community aides, in the communities involved utilized home visitations and school-family contacts to disperse information. In addition, dissemination of information was effected through newspapers, radio, television and the posting of circulars containing information on career opportunities in the program. The Offutt Air Force Base newspaper was used and the Chief of Personnel at the base, as well as at other regional military installations, were contacted so information could be given and interviews held with service men prior to discharge.

Criteria for Selection

Criteria established for selection of trainees were as follows:

1. *Low income.*

2. *Fully representative of prevailing minority groups (black for Omaha schools; Indian for Macy and Winnebago schools).*

3. *Of the sixty persons assigned as paraprofessionals, approximately twenty-five were veterans. Additional men and women were selected from the non-veteran applicants.*

4. *Submitted references testifying to moral character.*

5. *Showed experience, knowledge and interest in the target population.*

7. *Exhibited maturity and ability to profit from and contribute to the program.*

8. *Presented a health examination including chest x-ray.*

Selection

Selection was based upon information obtained on each candidate through references, information from previous contact through school and community activities, previous records of school and employment and personal interview.

Entrance requirements focused on the personal qualities and the potential rather than upon his educational background.

The following list shows the COP aides and team leaders employed in the six Title I schools during 1971-72.

CLIFTON HILL

Abram, Charles
Alston, Arthur
Crossley, Bennie
Harper, Nadine
Holcomb, David
Mackey, Herbert
Taylor, Allen
Washington, Lamont
Team Leader:
Wimberly, Eunice

DRUID HILL

Brewer, Fern
Craddock, Maurice
Hall, James
McCants, Gregory
Moore, Juanita
Paris, Lloyd
Pullum, Robert
Team Leader:
Harper, Thelma

CONESTOGA

English, Rodney
Hutcherson, George
Johnson, Larry
*Johnson, Loretta
Lewis, Charles
*Stewart, Willie
Watson, Joann
Team Leader:
Patterson, Maurice

LAKE

*Dixon, Elleanor
McCants, Larry
McCarrell, Henry
Penn, William
Sanders, Christina
*Sanders, Mable
*Smith, Grace
Team Leader:
Buckner, Joyce

LOTHROP

*Beaugard, Pearlie
Crawford, Ralph
Fountain, Robert
Fulghem, Aurietha
Givens, Evelyn
*Lightner, Flossie
*McClendon, Elno
Richardson, Erma
Riley, Michael
Thomas, Charles
Williams, Charles
*Williams, Edward
Team Leaders:
Faulkner, Iris
Jackson, Sammye

SARATOGA

Bruce, Robert
Hughes, Charles
Miller, Christina
Rose, Harold
*Saunders, Saundra
Scott, Loretta
Waters, Lillie
Team Leader:
Hevrdeys, Hannelore

*Title I supported

Objective 3

To create an orderly entry of paraprofessionals into roles described by the COP Program.

* * * * * * *

Attention was given to the effectiveness of training provided within the school system.

Thirty-five of fifty-one aides, forty of eighty-five teachers with aides, five of eight team leaders and four of six principals expressed satisfaction with the relevancy of the training in the area of personal development. More than half the aides indicated this phase to be highly relevant.

The same proportions were reported for the development of the position of the COP aide.

The question relating to understanding the classroom techniques drew an even stronger response. Fifty-four of eighty-six teachers with aides attested to the relevancy of training provided in this area.

While nine of the aides reported no specific problems, others indicated items or situations which they encountered in the course of their work. These concerns can be categorized into three areas: administration, communication and identification. Those of administration are most easily resolved. Only one, that of defining rules for discipline, required continued attention in terms of the policies of the assigned school.

Lack of identification of the aides' role gave rise to a series of problems expressed by observations recorded by the above group.

- –Pushing unwanted duties on aides
- –Students lack respect of aides
- –Aides are stereotyped
- –A detachment is shown by administrators and teachers

Further expressions of resentment may be traced to lack of understanding of the intent of the program.

Most important among the communication problems were those between aides and their assigned teachers. Two approaches have been taken to overcome this deficiency.

- –Aides and teachers have established planning time
- –Team leaders have worked to bring teachers and aides together
- –In-service component was established to develop an understanding of teachers and aides' relationship in this program

Teachers, team leaders and principals agree the introduction of the COP Program had a positive influence on students' attitudes in school and their academic performance. Attendance, however, was reported to be unaffected.

Teachers further reported that aides rendered specific assistance by:

–Helping students in word study drill
–Helping students in math drill
–Working with small groups thus giving teacher more time to help students
–Supervising seat work
–Giving make-up or individual objective tests
–Checking classroom attendance
–Checking students' papers

All the team leaders and principals noted changes in classroom management as a result of the COP Program. Five team leaders and two principals noted more than three such changes. Included among the most productive were:

–An increased number of small groups to do work at their instructional level
–Closer supervision of non-reciting groups

It is also of interest to note that teachers observed a considerable number of changes in classroom management as well. Twenty-seven of eighty-two teachers reported three or more such modifications. The two most frequently noted had to do with:

–More individualized attention
–Smaller working groups

Other helpful modifications referenced by cooperating teachers included:

–Giving more time for lesson planning
–Checking more student papers
–Freeing the teacher from non-teaching tasks

Team leaders reported the use of games specifically selected for students in need in additional drill. Cooperating teachers reported the use of:

–Word study drill
–Audio-Visual materials
–Number games
–Coordination games
–Vocabulary drill
–Praise

The following table indicates the career lattice of aides employed in the Career Opportunities Program. The educational requirement, requirements for entrance and advancement, the functions and salary schedule of aides are included in the structure.

CAREER LATTICE 1971-72

Range Educational Requirements	Requirements for Entrance and Advancement	Functions	Salary Schedule
A. Aide I: None	1. Physical Exam 2. 18–45 years of age 3. Satisfactory – regular evaluation (once per month)	1. Non-instructional activities 2. Semi-instructional activities under direction of supervisor	$1.75
B. Aide II: High School Diploma or General Education Development (GED)	1. Satisfactory (Average) evaluation of on-the-job performance 2. "C" average in course work	1. Functions of Aide I 2. Assume additional instructional activities 3. Develop stronger relationships with teachers and pupils 4. Aid in developing rapport with parents and the community	1.85
C. Aide III. 18–35 College hours	1. Satisfactory evaluation	1. Functions of Aide II 2. Increased responsibility in the classroom	1.95
D. Aide IV. 36–53 College hours	1. Satisfactory evaluation	1. Functions of Aide III 2. Become more deeply involved in planning educational activities 3. Begin to develop a special skill – in reading media, art, P.E., music etc. according to ability and interest	2.05
E. Aide V: 54–71 College hours	Same as above	1. Functions of Aide IV 2. Assume responsibility for limited periods of time in emergency or brief absence of teacher	2.15
F. Aide VI: 72–89 College hours	Same as above	Alternatives: 1. Enter new program, attend college full time 2. Continue functions of Aide V – develop specialty – continue course work 3. Remain at level F and advance horizontally on career ladder-lattice	2.25
G. Over 90 College	Same as above	Student teaching	2.35

Objective 4

To select and assemble professional and paraprofessional staff members to implement team teaching involving differentiated staffing.

Professional staff members in Title I schools were selected and paraprofessionals assigned to form teaching teams. Pre-service and in-service was provided for both groups. Baseline data was collected in thirty-three classes to show possible changes in oral presentation and discussion activities through the *Flanders Interaction Analysis* system.

The *Flanders Interaction Analysis* is a method of analyzing oral presentation and discussion activities in the classroom by means of a coding system.

Data was gathered by a member(s) of the following team: primary supervisors, Creighton University coordinator, the assistant director of curriculum and the COP director. If two people were to be coded in a classroom, the team usually consisted of two observers; however, if one person was to be coded, only one observer was required.

The team decided that two classroom situations would be coded; one when both teacher and aide were in the classroom working with children and one when only the teacher was with the children.

The observer(s) spent thirty minutes in a classroom and coded the activities at three second intervals during a ten minute period. A summary of possible categories offered for coding on the *Flanders Interaction Analysis* is given below.

Teacher Talk	Indirect Influence	1. *Accepts Feeling:* Accepts and clarifies the feeling of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included. 2. *Praises or Encourages:* Praises or encourages student action or behavior. Jokes to release tension, not at the expense of another individual, nodding head, and saying, "um hm?" or "go on" are included. 3. *Accepts or Uses Ideas of Student:* Clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category 5. 4. *Asks Questions:* Asking a question about content or procedure with the intent that a student answer.
	Direct Influence	5. *Lectures:* Giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions. 6. *Gives Directions:* Directions, commands or orders to which a student is expected to comply. 7. *Criticizes or Justifies Authority:* Statements intended to change student behavior from non-acceptable to acceptable patterns; stating why something is being done; extreme self-reference.
Student Talk		8. *Student Talk – Response:* Talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. *Student Talk – Initiation:* Talk by students which they initiate. If "calling on" a student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
Silence		10. *Silence or Confusion:* Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

Selected classes were observed twice during the 1971-72 school year. In November, thirty three different classes were coded and in May, fifteen classes were coded. The table below shows the percentage of time that was spent on each activity during the observation periods for the teacher alone and the teacher and aide categories.

			Teacher Only		Teacher with Aide	
			Nov.	May	Nov.	May
Teacher Talk	Indirect Influence	1. Accept Feelings	0%	0%	0%	0%
		2. Praise	5%	1%	5%	3%
		3. Accept Ideas	4%	5%	4%	6%
		4. Questions	15%	21%	20%	18%
		Sub-Total	24%	27%	29%	27%
	Direct Influence	5. Lecture	12%	12%	13%	11%
		6. Command	23%	16%	17%	12%
		7. Criticize	6%	5%	4%	3%
		Sub-Total	41%	33%	34%	26%
Student Talk		8. Responses	23%	26%	24%	32%
		9. Initiates	4%	6%	4%	10%
		Sub-Total	27%	32%	28%	42%
		10. Silence	8%	6%	13%	7%
		TOTAL	100%	100%	100%	100%

Objective 5

To provide special assistance, basic education and university study courses leading to the qualification of trainees and teacher aides, team teaching members or teachers.

* * * * *

The aides indicated the training received from the university was very effective in the areas of personal development, furthering knowledge of the subject and helping understand instructional techniques for use in the classroom.

Team leaders, teachers and principals were in agreement that the university training furthered the academic knowledge of the participants. The same group, however, was less impressed with the development of instructional techniques for use in the classroom and personal development of the participants.

A training schedule was designed to permit careful instruction of participants with minimum educational experience, to school service and University studies. The schedule provided for successful entry to academic course work and included basic education courses in reading and communication at the college level.

If participants had university course work before entering the Career Opportunity training, basic courses were by-passed to permit immediate entry to courses offered by the university. A maximum of three credits were earned during the first summer session, six during the second summer session and nine during each semester. A normal load of studies for the participants who had not had previous university experience was six credits for the first summer session, three during the second summer session and six credits each semester, three of which were given for work in the schools.

The following curriculum was structured in conjunction with ne regular University Elementary School Certification Curriculum.

First Year

Summer 1 1970	Sem. Hrs.	Summer 11 1970	Sem. Hrs.
Eng 11 Review of English Fund. 1	2	Edu 11 Supervised Playground	3 (PED 2(
Edu 10 Education Theory & Practives	3	Sph 51 Effective Comm.	2
Total	5	Total	5

Fall Semester 1970	Sem. Hrs.	Spring Semester 1971	Sem Hrs.
Edu 15 Intro. to Edu.	3	Edu 123 Child Psych.	3
Edu 16E-1 Aide Practicum	3	Edu 16E-2 Aide Practicum	3
Hist 65 Survey of Afro-Amer. History in U.S.	3	Mth 5 Elem Math	3
		Soc 100 Contem Black Social Issues	3
Eng 12 Review of English Fund. 11	3	Total	12
Elective	3		
Total	15		

Second Year

Summer 1 1971	Sem. Hrs.	Summer 11 1971	Sem. Hrs.
Eng 114 Black Lit in America	3	Edu 130 Lit for Children	3
Eng 190 Afro-American Dialect of English	3	Elective	3
Total	6	Total	6

Fall Semester 1971	Sem. Hrs.	Spring 1972	Sem. Hrs.
Eng 196 Intro to Lang Studies	3	Edu 121 Human Growth & Development	3
Hist 51 American History	3	NSC 2 Physical and Life	4
NSC 1 Physical and Life Science	4	Minor	3
Urban Schools	3	Total	16
Minor	3		
Total	16		

The school assignment for 1971-1972 and the educational progress shown by the ten Career Opportunities participants employed through Title I is shown in the table below.

AIDES	School Assignment 1971-1972	Educational Level	
		Entry	Present
1.	Lothrop	10th Grade	GED and 69 hrs.*
2.	Lake	UNO 11 hrs.	38 hrs.
3.	Conestoga	UNO 23 hrs.	90 hrs.
4.	Lothrop	H. S. Diploma	66 hrs.
5.	Lothrop	H. S. Diploma	47 hrs.
6.	Lake	11th Grade	GED and 69 hrs.
7.	Saratoga	H. S. Diploma	50 hrs.
8.	Lake	H. S. Diploma	72 hrs.
9.	Conestoga	H. S. Diploma	51 hrs.
10.	Lothrop	11th Grade	GED and 46 hrs.

*College credit hours

Objective 6

To increase and strengthen the interest and participation of parents with their child in school activities.

* * * * * * *

One hundred thirty-two parent questionnaires designed to evaluate the Career Opportunities Program were returned. Each school was represented by a minimum of ten. Most questionnaires (96) were filled out by mothers. Twenty-eight were filled out by both father and mother.

Ninety-seven of the parents who returned questionnaires have lived in present elementary areas more than three years. Thirty indicated they had lived in the area from one to three years.

The following shows the responses received from parents who had children attending a school involved in the Career Opportunities Program.

—Show the number of children in your family for each age group:

a. Four years	29	g. Ten years	38
b. Five years	36	h. Eleven years	36
c. Six years	42	i. Twelve years	37
d. Seven years	57	j. Thirteen years	22
e. Eight years	50	k. More than thirteen years	57
f. Nine years	38		

—Show the number of your children in each grade:

a. Headstart Pre-School	26	f. Third grade	48
b. Non-Headstart Pre-School	5	g. Fourth grade	45
c. Kindergarten	42	h. Fifth grade	31
d. First grade	54	i. Sixth grade	27
e. Second grade	66		

Responses to other questions are shown below indicating the degree of parents' awareness and attitude toward the program.

	One	Two	Three	Four	Five	Six	Seven or more	None this year	TOTAL
How many times have you visited the school during this year?	16	21	17	18	8	5	35	12	132
How many times have you talked with the principal this year?	22	28	14	6	1	1	27	34	126
How many times have you talked with your child's teacher about school work?	17	26	26	17	2	8	27	9	132

	Very Good	Satisfactory	Fair	Unsatis-factory	Undecided	Does not Apply	TOTAL
How would you judge your visits or conferences with the teachers?	84	32	9	0	0	6	131

	Team Leader		COP Aide		Total Responses
	yes	no	yes	no	
Have you met the Career Opportunities Program people in your school?	71	61	86	48	266
Have you talked with Career Opportunities Program people about your child's school work?	59	75	63	67	264

	Superior Contribution	Some amount of Contribution	Unsatisfactory Contribution	Not Sure	TOTAL
What amount of help do you feel the COP aides are providing in the way of individual attention to your child?	50	39	0	44	132

Twenty-six percent of the respondents felt they were well informed about the COP Program. An additional thirty-nine percent felt that they were well informed about the program at the end of the first year.

To the question asking an opinion about the extent to which teachers take time to listen to children fifty percent of the parents reported that "the teacher always listens to my child." Thirty-seven percent reported that "the teacher listens to my child some of the time:.

Parental responses show the relationship between the total community and the elementary school. The opinions varied as shown below:

	1970-71
—Very friendly and cooperative relationship	.27%
—Friendly and cooperative	.34%
—Generally helpful but not too friendly	.18%
—Generally not concerned with each other	. 8%
—Unfriendly and uncooperative with each other	. 2%

When the parents were asked whether or not they would take the time to answer and return another questionnaire, only six said no. Further interest was shown by thirty-two who indicated they "would like to be involved in a position with some responsibility and training." Twenty others said they "would like to participate in school activities but did not want specific responsibilities or training." Fifty-one said their future involvement would depend upon the particular activity in question. Only seventeen percent of the parents said they would not be able to "find the time" to become involved in projected activities.

When parents were invited to make other suggestions, they indicated their interest with the following comments:

—I think it is a very good program and helps the children very much. Those that get the extra help and attention that the teacher can't always do.

—I think the COP program is a very much needed item in our school because there are a number of children who need this individual help these people provide and I hope to see it continue.

—I am pleased with the program and feel COP is of value to our school. It seems that with this program the teacher has a better chance of individualizing studies. Teachers need aides such as COP just like hospitals need nursing aides. In our school COP has also been instrumental in safety patrol and assemblies in reading.

—Your COP aides play an important part in the classroom. In a large class, this means twice as much individual help.

—From daily observation I think the children respect the COP aides as they do the teachers.

—I believe that you all are doing a good job with this new program.

—Most of this paper applies to my older child. My second grader does not have an aide in her room, just her teacher. I feel that unless her teacher changes between now and fall of the year, she needs aides in her class. I don't think she had the time for her class with all the problem children she seems to have in her class.

—In my opinion with the number of children in each class, the teacher and aide do a remarkable job of giving individual attention.

—A believe the COP program has lessened the work load of teacher and provides her the extra time she needs to spend teaching the children and giving extra help to those that need it. I would like to see each teacher have such an aide—if not daily, at least twice weekly.

—I had not heard about the COP but would like to know what it is exactly.

—I do not know about this program. I would like more information concerning it.

—Because of my husband's working hours, it is difficult for me to visit the schools. But I did go to open house, and I had a conference with one of my childrens' teachers which was very helpful. I know very little about COP, but I know a program like this is needed. I hope this program will be continued in the schools.

—We would like to participate, but we both work and do not have the time. I work two jobs and my wife works full time.

—I'm in school myself, and I have not had the opportunity of visiting the school as much as I would have liked. My son gets along well with the COP aide assigned to his room; but my daughter complains that the COP aide assigned to her room is mean.

Several other comments showed a congratulatory mood of the parents, and a few apologized for their lack of time to participate in school activities.

Twelve percent of the teachers with aides observed less than positive attitudes on the part of parents toward COP aides. These observations were off set by strong positive observations on the part of team leaders and principals, as well as thirty-five percent of the teachers with aides.

Teachers, principals and team leaders most frequently reported these changes in parental involvement:

—More conferences with parents

—More visits by parent and increased attendance at school activities.

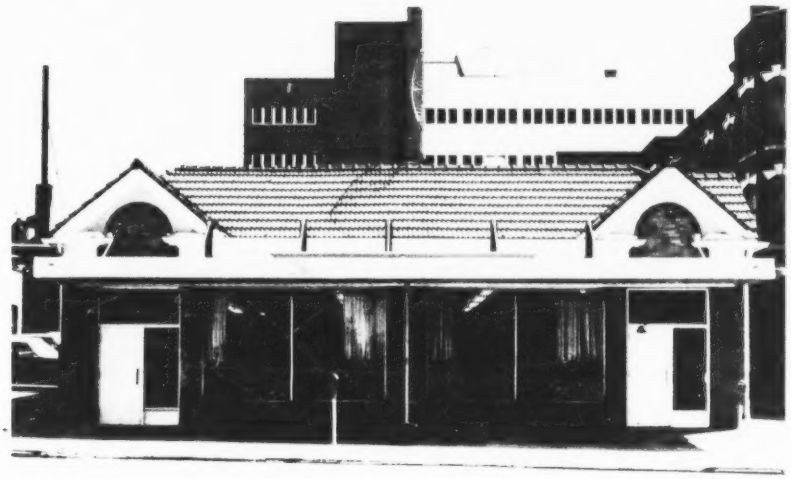
Six observers reported increased volunteering on the part of parents.

Summary statements derived from questionnaire--

Principals, teachers and team leaders formed a concensus the COP Program had a positive influence on students' attitude in school and academic performance. Actually eighty-nine percent of the classroom teachers who worked with aides attested to the positive import of this influence on academic performance. Only the teachers (28%) noted a positive influence on student attendance.

Five principals, sixty-nine teachers and seven team leaders reported the effectiveness of the COP training program to be satisfactory. Many of them felt the program to be very satisfactory.

The above observations held true as far as the attitudes of students and other teachers were concerned.



OMAHA PUBLIC SCHOOLS

Individualized Study Center—Junior High

Funded by ESEA, Title I

Program Number 93

Individualized Study Center (Junior High) **Activity Number 93**

The Individualized Study Center is a unique approach by the Omaha Public Schools to provide educational opportunity to educationally deprived children and youth who are unable to function in the regular school program.

Developed for students between the seventh and ninth grades, the Junior High Individualized Study Center provides instruction on a one to one basis, allowing freedom of movement in a relaxed setting . . . the kind of setting which encourages good counseling and good learning.

The close personal relationship between the student and his teacher-counselor aims at resolving problems which might be personal, behavioral, social or emotional in nature. The ultimate goal of the study center is to make it possible for the student to return to the regular classroom or be directed to a program meeting his needs.

A report has been prepared describing the Individualized Study Center and is being submitted under separate cover.

EVALUATION

and

INTERPRETATION

ACTIVITY NUMBER 94

Evaluation and Interpretation **Activity Number 94**

The process of gathering data and assembling and interpreting this information is the purpose of the Title I Evaluation and Interpretation. The results tell the story of the multiple activities program for educationally disadvantaged children in the target area.

Through this activity specific reports are compiled which help to justify the service to students in the Title I program. Many of these reports graphically illustrate the progress students are achieving in their educational goals. They also point up needs which must be met in the future.

The gathering and storing of data for future reference continues with the ultimate aim of following each student through his school career, showing his strengths and weaknesses and the positive steps taken to develop his talents.

Objective 1

To provide information and data necessary for a "Local Educational Agency Annual Evaluation Report of the Title I Project".

* * * * * * * * * * * * * * * * * *

This publication with the accompanying material is designed to provide information and data required for the annual "LEA Report". Although it is organized to meet several levels of interest among its varied readers, the "LEA Report" is directed toward those persons who must pass judgement on the Omaha Project at the state and federal levels.

Objective 2

To cooperate with those persons responsible for each program or activity in the development and writing of precise, measurable behavioral objectives.

* * * * * * * * * * * * * * * * * *

Several Title I programs remained substantially unchanged for 1971-72. Previously established activities or programs such as: The Media Center, Psychological Services, and Community Aides provided specified student support services principally organized around the underlying goals of the Title I Project.

Two in-service programs, namely the "Teacher Intern" and the "Career Opportunities program, carried the objectives of the parent programs. The Title I Project supported both programs.

Two instructional programs in reading incorporated the specific learning objectives researched by the authors and supplied by the publisher as a part of the program. Reference is made to the "High Intensity Learning Centers in Reading" (HILINC) and the "Behavior Research Laboratory/ Sullivan Reading Program" (BRL).

The concept of the "Junior High Individualized Study Center " (ISC) program is principally one of supporting an instructional program in which subject matter teachers themselves developed the necessary behavioral objectives as a part of the Individualized instructional input being provided by the center.

Objective 3

To cooperate with those persons responsible for each activity or program in the initiating and executing of appropriate appraisal procedures for the specific activity or program under their direction.

* * * * * * * * * * * * * * * *

Attention was given each program established as a part of the 1971-72 Title I Project. Earlier sections of this report contain the results of this effort. Activity and program leaders contributed greatly to the descriptions of the work they were doing and accumulated the necessary documentation in order to reflect the thrust of the supplementary input of the ESEA, Title I Project.

Most attention was given to the development of an evaluation system for the High Intensity Learning Centers in Reading (HILINC) program. A concerted effort was made to develop the means for:

1. recording descriptive information about program participants,
2. utilizing data available in the existing Omaha Public Schools student information system,
3. retrieving for analysis individual student scores on group achievement tests administered as a part of the city-wide testing program,
4. collecting for use the test information generated within the program,
5. reporting individually and in summary form the progress made by participants in terms of the instructional objectives for the HILINC program,
6. treating the data thus providing "feedback" information at three levels:
    a. progress reports on instructional objectives accomplished by students and/or centers (process),
    b. studies of shifts in general achievement and of reading comprehension in terms of the time spent in the center (end product),
    c. analysis of identifiable variables within the program.

The means for accomplishing the above were provided and the data was collected. The results appear as a part of the HILINC section elsewhere in this report.

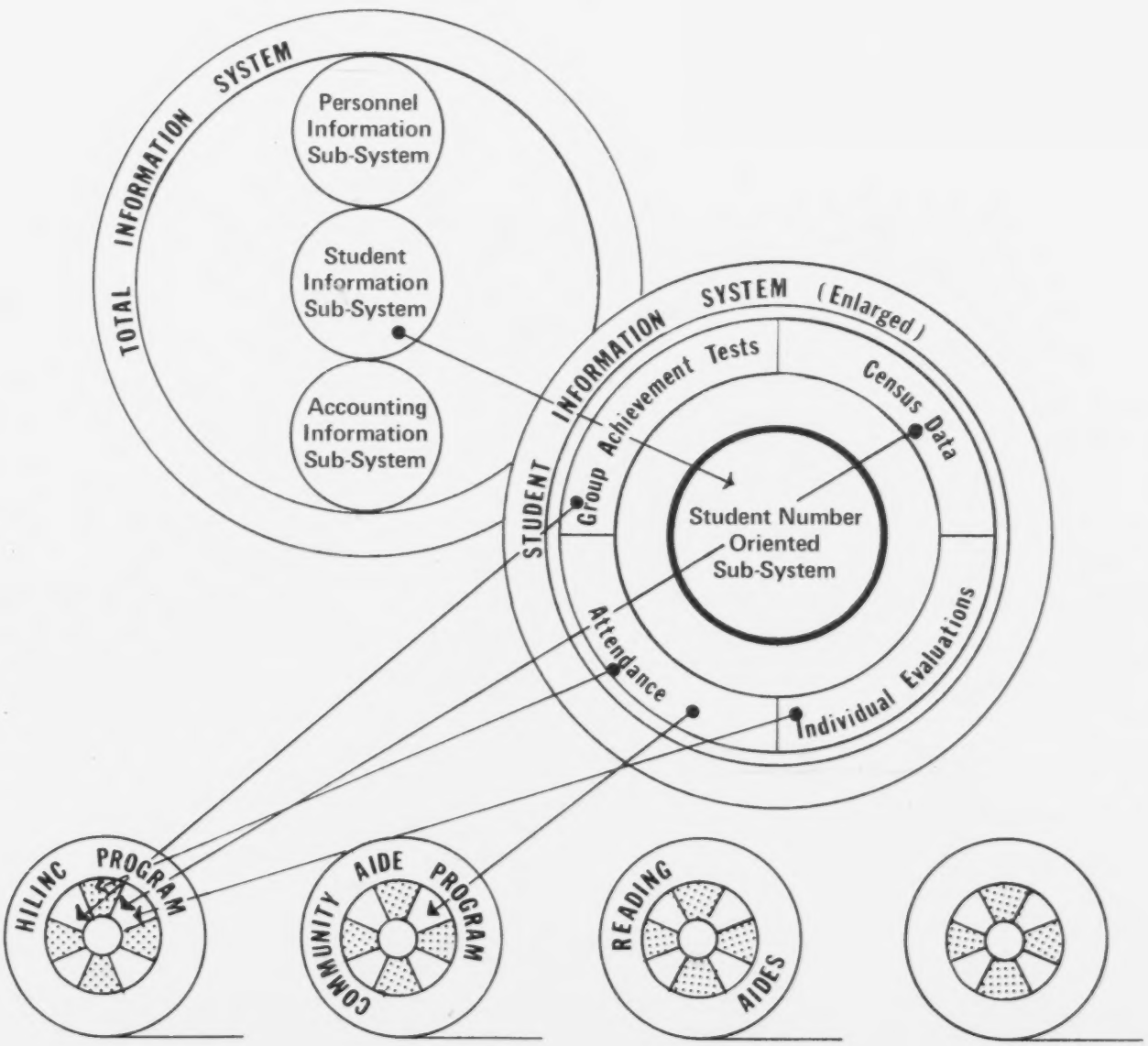
Objective 4

To continue the development of the Student Data Bank, the following functions are projected:

a. Collection and storage of student data in a continuous, systematic manner.
b. Retrieval of stored data when needed for analysis, interpretation and reporting.

* * * * * * * * * * * * * * * * * * *

The sketch below depicts the manner in which information about individual students can now be made an integral part of the data pertaining to a given program. Included in the group achievement test data are the results of the 1970–71 elementary testing program and the 1971–72 elementary and secondary testing program. The necessary programming to select and transfer this information for the study of a given program was made available during the present reporting period.



In addition to information available from the student information sub-system, other data can be input to a specific "program data base". In the case of the HILINC program, other student information, reading comprehension test data, classroom behavior ratings and the clock hours of participation are also being collected for study.

Programs necessary for the compilation and initial treatment of this assembly of data were completed. Reports of the results of the HILINC program were made available and are shown elsewhere in this report.

The nature of reporting the thrust of supplementary Title I programs was significantly improved by the development of the sub-system itself and the several applications for interrelating its contents with information collected for a given program.

Objective 5

To assist in the interpretation and reporting of Title I activities whenever called upon to provide a breadth of understanding within the school system and the community at large.

* * * * * * * * * * * * * * * * * *

Information about Title I programs was shared whenever called for. Although there were no formal presentations, information accumulated in the evaluation process was made available to interested parties.

Objective 6

To pre-test and post-test all Title I students in grades 1-6 (before October 15, 1971 and after April 15, 1972).

* * * * * * * * * * * * * * * * * *

Accompanying logs of standardized testing demonstrate the degree to which the pre-post testing program was accomplished. In the fall of 1971, 96.5 % of the students were tested. The testing in the spring of 1972 included 97.3 % of the total membership at the time of testing.

A summary of the tests administered shows 21,008 entries. The membership in the various grades at the time of testing was 21,584. The scores for each student are identifiable as a part of the "student information sub-system".

LOG OF TITLE I AREA GROUP TESTING – Pre-Test Fall 1971

SCHOOL	Metropolitan Readiness		Metropolitan Achievement		Lorge – Thorndike Intelligence				Iowa Test of Basic Skills							
	Grade 1		Grade 2		Grade 3		Grade 6		Grade 3		Grade 4		Grade 5		Grade 6	
	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested
Castelar	53	56	57	57	41	38	35	31	41	38	37	36	56	52	35	35
Central Grade	21	17	20	18	20	19	11	12	20	19	17	15	11	10	11	9
Clifton Hill	104	98	117	121	116	117	105	102	116	118	124	123	135	136	105	101
Conestoga	33	17	35	33	33	31	73	69	33	31	71	69	85	84	73	67
Druid Hill	59	55	53	52	62	56	55	56	62	56	56	52	65	65	55	49
Franklin	114	110	128	123	135	126	103	97	125	128	116	112	141	143	103	95
Hawthorne	44	44	44	41	45	45	42	41	45	45	46	45	50	51	42	40
Highland	57	57	60	57	58	58	41	41	58	58	49	48	51	51	41	33
Indian Hill	73	62	87	84	68	69	55	50	68	67	55	53	68	65	55	47
Jackson	44	41	33	33	27	27	27	27	27	27	27	25	27	26	27	27
Kellom	98	95	86	83	78	73	57	57	78	73	59	59	63	61	57	54
Kennedy	97	97	107	104	67	68	66	67	67	68	79	74	79	70	66	61
Lake	47	46	73	66	65	62	NA	NA	65	63	NA	NA	NA	NA	NA	NA
Lincoln	34	34	33	32	31	30	27	25	31	33	25	25	22	22	27	27
Lothrop	105	72	110	110	79	77	123	118	79	81	108	96	103	95	123	105
Marrs	49	45	61	62	42	42	63	58	42	43	69	70	65	64	63	28
Mason	41	37	32	35	38	41	39	37	38	41	35	37	37	35	39	37
Miller Park	107	82	92	88	92	96	93	94	92	95	112	110	92	91	93	95
Monmouth Park	89	83	79	88	71	70	66	63	71	68	73	71	84	78	66	62
Pershing	29	28	11	11	24	22	28	28	24	21	26	26	26	25	28	28
Saratoga	97	97	91	92	114	115	81	83	114	116	97	93	127	127	81	76
Sherman	53	51	55	56	57	57	47	49	57	57	53	56	54	54	47	47
Train	55	55	55	56	55	55	50	51	55	54	45	45	44	44	50	49
Vinton	31	27	28	27	29	29	25	27	29	29	28	27	31	31	25	25
Walnut Hill	75	60	67	60	66	68	63	62	66	65	102	97	47	45	63	56
Yates	44	41	48	48	38	36	37	36	38	36	46	46	25	24	37	37	
Title I Mbrshp	1653		1660		1545		1412		1539		1555		1588		1412		12,364
Number Tested		1507		1634		1527		1384		1530		1512		1550		1290	11,934

LOG OF TITLE I AREA GROUP TESTING – Post-Test Spring 1972

SCHOOL	Metropolitan Achievement		Metropolitan Achievement		Iowa Test of Basic Skills								
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		
	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	
Castelar	47	47	54	53	39	39	38	35	47	48	31	31	
Central Grade	21	23	13	13	22	23	14	13	10	10	16	18	
Clifton Hill	101	92	121	117	120	120	117	112	141	143	108	106	
Conestoga	33	33	30	27	27	26	67	66	83	81	75	70	
Druid Hill	57	56	55	54	57	56	57	55	69	67	58	58	
Franklin	115	117	135	129	122	125	120	112	145	144	102	109	
Hawthorne	46	43	42	44	42	42	48	49	48	48	38	38	
Highland	53	53	53	49	56	55	50	49	47	51	41	41	
Indian Hill	77	77	83	82	65	66	54	53	72	67	52	50	
Jackson	42	40	33	34	29	30	28	28	27	27	26	26	
Kellom	85	84	87	84	77	72	58	54	57	53	55	51	
Kennedy	96	97	105	102	64	63	64	69	71	69	58	51	
Lake	45	44	63	62	62	60	–	–	–	–	–	–	
Lincoln	32	35	29	30	29	29	26	27	23	24	28	24	
Lothrop	110	110	117	115	85	84	114	113	103	100	119	119	
Marrs	59	58	59	58	47	39	72	70	65	64	64	64	
Mason	42	41	27	28	39	38	33	34	34	36	35	33	
Miller Park	104	103	85	86	105	103	107	106	91	86	86	84	
Monmouth Park	92	83	77	76	69	67	73	70	77	78	62	61	
Pershing	28	27	12	13	23	22	27	27	25	21	28	27	
Saratoga	91	87	92	92	113	112	90	87	126	125	80	80	
Sherman	54	53	57	57	60	59	52	56	49	50	46	46	
Train	54	53	56	56	58	55	48	46	42	40	52	50	
Vinton	28	28	30	29	26	26	28	27	32	32	26	26	
Walnut Hill	66	65	54	55	63	64	93	93	40	38	60	59	
Yates	38	39	46	46	33	34	47	46	24	24	38	39	
Title I Mbrshp	1616		1615		1532		1525		1548		1384		9220
Number Tested		1590		1591		1509		1497		1526		1361	9074

Attendance Summary

An important factor affecting the rate at which a student progresses in terms of school learning, is regular school attendance. There are many reasons for absence from school, many of which are acceptable. It is not the purpose of this report to develop a cause and effect relationship but to present attendance information for Title I area students.

The overall attendance during 1971-1972 for schools attended by Title I students was 92.1 percent. The table which follows shows attendance to range from 94.7 percent at grade four to 89.9 percent at grades ten and eleven.

To establish and maintain an attendance record at this level many students must faithfully come to school. It is noted later that 1007 of 1233 third grade students (81.7 percent) and 896 of 1107 sixth grade students (80.9 percent) attended 165 to 180 days of school during 1971– 1972. It is also noted these students made from sixteen to twenty percent more growth than students who attended school less frequently.

An accompanying chart summarizes the attendance information by grade groupings. Differences between the Title I area and the Non-Title I area vary from 3.6 percent in kindergarten to 1.3 percent in the immediate grades and 2.9 percent at the senior high level.

Efforts to maintain and/or improve school attendance will be continued.

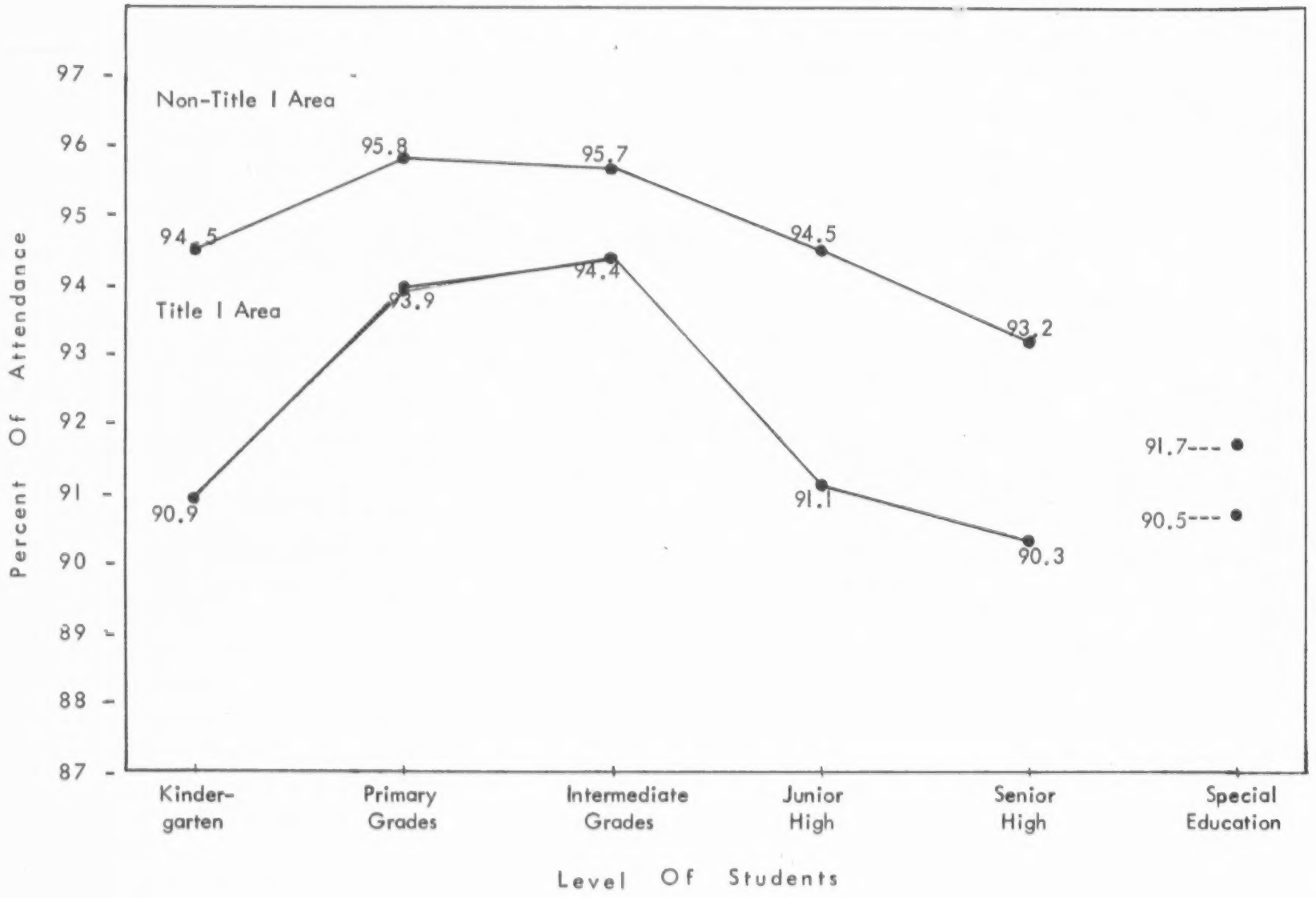
MEMBERSHIP, ATTENDANCE AND PERCENT OF ATTENDANCE BY GRADE LEVEL 1971-1972

Grade	Average Daily Membership			Average Daily Attendance			Percent of Attendance		
	*OPS	Title I	Non-Title I	OPS	Title I	Non-Title I	OPS	Title I	Non-Title I
K	5647	1678	3969	5276	1525	3751	93.4	90.9	94.5
1	5315	1909	3406	5029	1779	3250	94.6	93.2	95.4
2	4987	1633	3354	4753	1540	3213	95.3	94.3	95.8
3	4950	1543	3407	4724	1455	3269	95.4	94.3	95.9
4	3854	1532	3322	4630	1451	3179	95.4	94.7	95.7
5	4930	1541	3389	4700	1452	3248	95.3	94.2	95.8
6	4686	1402	3284	4461	1320	3141	95.2	94.1	95.6
7	4781	1886	2895	4481	1730	2751	93.7	91.7	95.0
8	4460	1646	2814	4147	1495	2652	92.9	90.8	94.2
9	4851	2032	2819	4497	1842	2655	92.7	90.6	94.2
10	4402	2380	2022	4039	2139	1900	91.7	89.9	94.0
11	3943	2120	1823	3602	1906	1696	91.4	89.9	93.0
12	3424	1878	1546	3143	1713	1430	91.8	91.2	92.5
Special	1091	588	503	993	532	461	91.0	90.5	91.6
Total	62,321	23,768	38,553	58,475	21,879	36,596	93.8	92.1	94.9

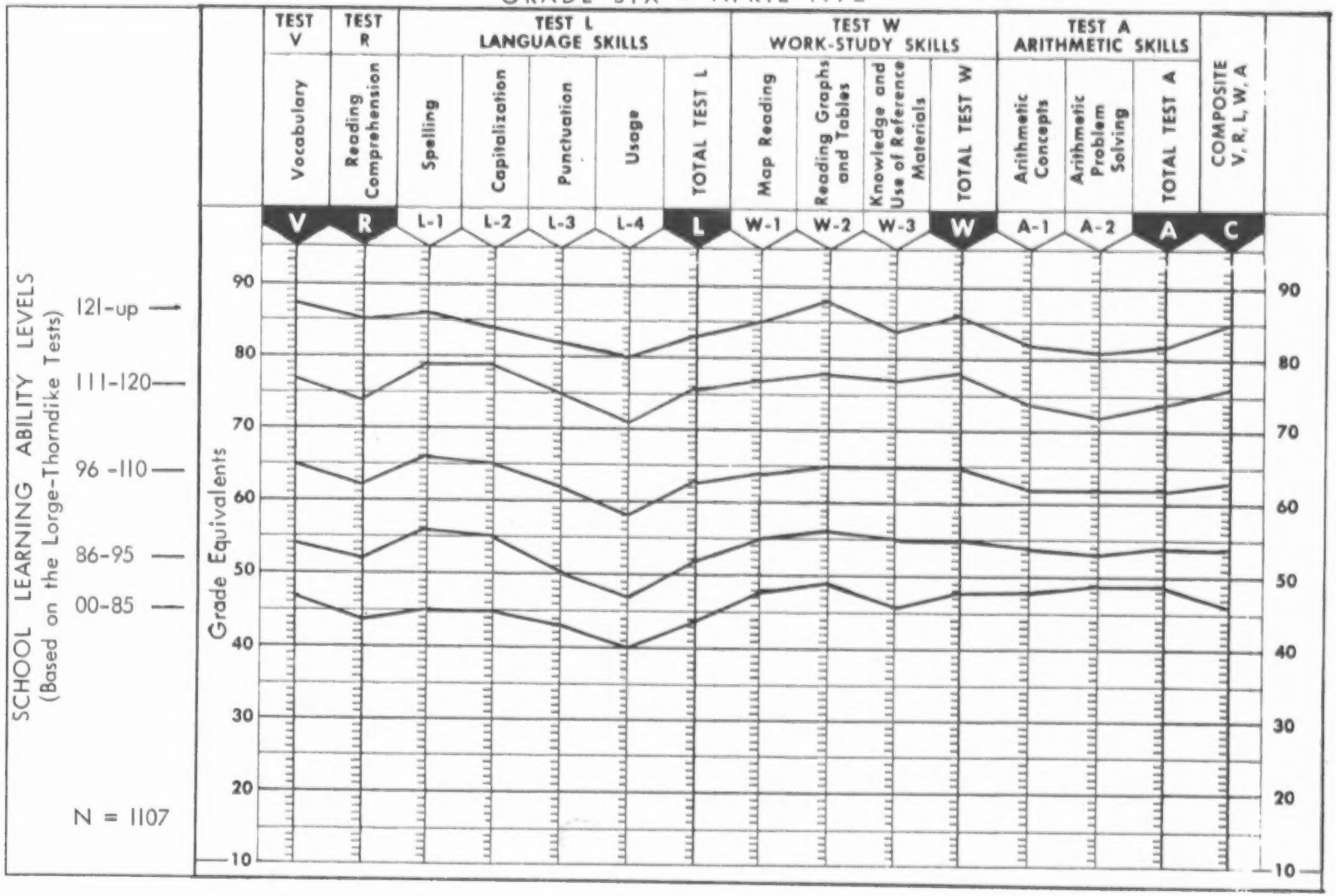
*Omaha Public Schools

PERCE NT OF ATTENDANCE FOR OMAHA PUBLIC SCHOOLS - 1971 - 1972

Title I Area and Non-Title I Area



OMAHA TITLE I PUBLIC SCHOOLS
POST-TEST ACHIEVEMENT BY SCHOOL LEARNING ABILITY LEVELS
GRADE SIX - APRIL 1972



OMAHA PUBLIC TITLE I AREA ELEMENTARY SCHOOLS
Ratio Of Transfers And Withdrawals
To Entries For 1971 – 1972

School	Entries	Transfers	Withdrawals	Membership June 1972	Percent of Entries Transferred or Withdrawn. June 1971-June 1972
Castelar	455	138	2	315	30.7%
Central Grade	349	147	6	196	43.8
Clifton Hill	1161	286	3	872	24.8
Conestoga	598	211	5	382	36.1
Druid Hill	535	132	0	403	24.6
Franklin	1321	309	14	998	24.4
Hawthorne	427	114	3	310	27.4
Highland	532	151	4	377	29.1
Indian Hill	725	197	16	512	29.3
Jackson	473	169	6	298	36.9
Kellom	821	257	12	552	32.7
Kennedy	857	238	0	619	27.7
Lake	385	118	5	262	31.9
Lincoln	347	101	4	242	30.2
Lothrop	1115	281	23	811	27.2
Marrs	564	129	5	430	23.7
Mason	449	91	13	345	23.1
Miller Park	945	236	4	705	25.3
Monmouth Park	716	185	4	527	26.4
Pershing	307	77	3	227	26.0
Saratoga	960	228	14	718	25.2
Sherman	688	155	8	525	23.6
Train	425	57	0	368	13.4
Vinton	318	74	6	238	25.1
Walnut Hill	648	199	0	449	30.7
Yates	343	56	5	282	18.8
Title I Area (Elementary)	*16,464*	*4,336*	*165*	*11,963*	*27.3%*
* * * * * * * * * * * * * * * * * *					
Non-Title I (Elementary)	*30,090*	*5,430*	*174*	*24,486*	*18.6%*
District (Elementary)	*46,554*	*9,766*	*339*	*36,449*	*21.7%*
District-Total (All Grades)	*77,897*	*13,585*	*2,788*	*61,609*	*21.0%*

Information taken from the fourth Quarter Term Report of Principals and the summary of these reports from General Administration. The reports include information from June 10, 1971, to June 9, 1972.

Metropolitan Readiness Test Information

The results of the Metropolitan Readiness Test given each September give an insight to the degree to which Title I beginners are ready for the formal instruction of the first grade.

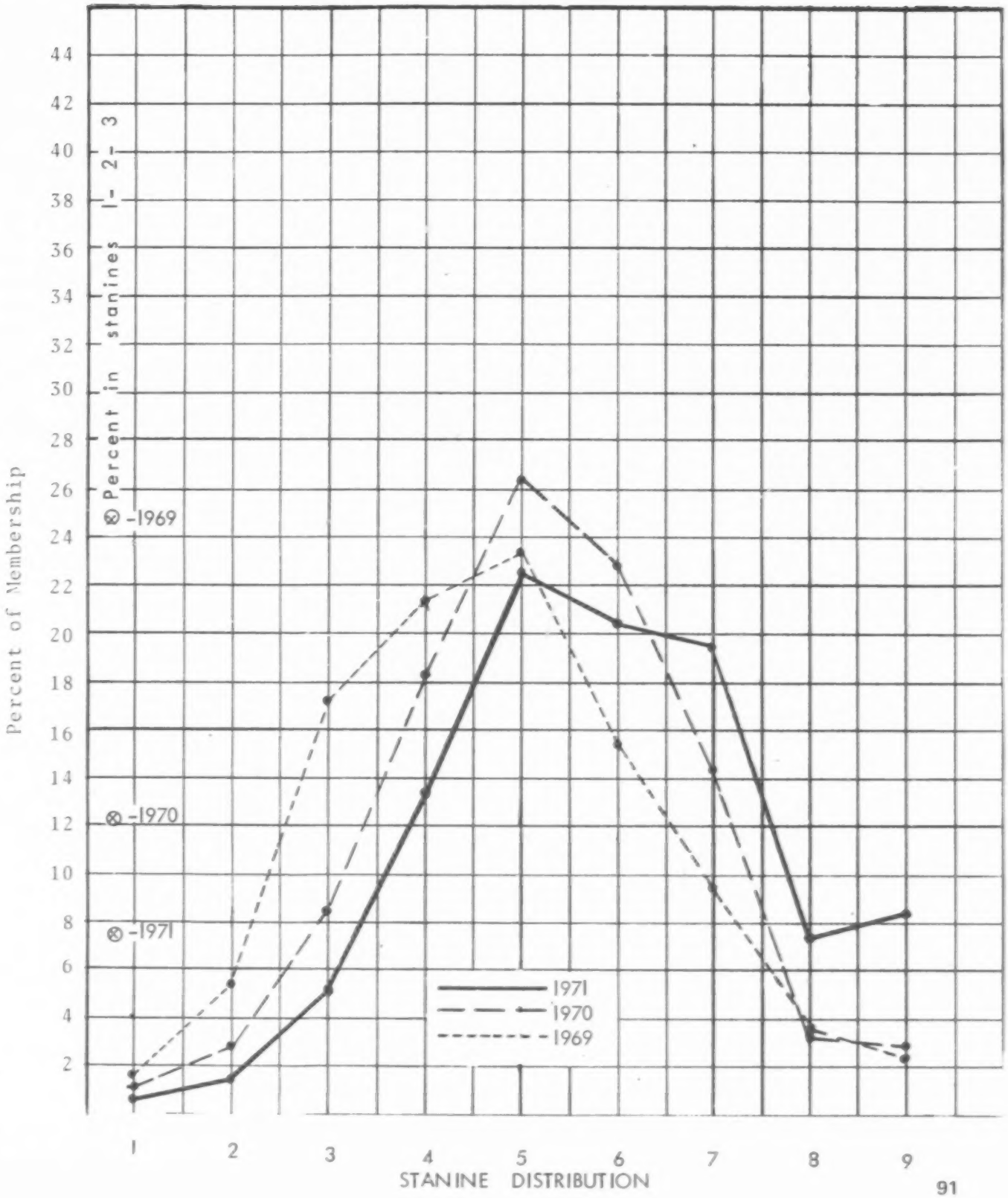
The most recent indication is that 92.3 percent of the Title I first graders in September, 1971 were "likely to succeed".

Continued efforts of the Omaha Public Schools including the supplementary input of the Title I program, are credited with this continued increase in preparedness of beginning first graders.

The chart on the next page shows the distribution of readiness levels within the Title I area for the past three years.

An upward trend in readiness level is clearly visible. On the left of the chart can also be seen the decreasing percent of the students "likely to have difficulty in first grade".

OMAHA PUBLIC TITLE I SCHOOLS
METROPOLITAN READINESS TEST
Distribution Of First Graders By Stanine



Ratio of Transfers and Withdrawals To Entries

An important factor to consider when making generalizations relating to the progress of students in Title I area schools is that of pupil mobility. The effect of changing schools varies from one student to another. Children are, however, called upon to make such adjustments. Forty-seven percent more changes were made during 1971-72 by students in the Title I area than by students in the non-Title I area at the elementary school level.

A recent study of 1,243 kindergarteners who were attending Title I area schools in October, 1968, showed 633 were still attending Title I area schools in February, 1972, as third graders. "Instructional discontinuity" was not a factor with this group. However, the ratio of entries to transfers and withdrawals is important when considering the school population of the Title I area. As shown in the reference to third graders, half of the population remained in the area throughout the study. Based upon the study of entries, transfers and withdrawals made from school reports from June 10, 1971, through June 9, 1972, the other half of the group could be replaced every twenty-one months.

Entry-departure ratios varied among schools from 13.4 percent to 43.8 percent. The average for Title I area elementary schools was 27.3 percent. The table which follows shows transfers and withdrawals to be 31.9 percent more frequent in Title I area elementary schools.

Iowa Tests of Basic Skills–Grade Three

The Iowa Test of Basic Skills provides for measurement of skills involved in reading, language, work study and arithmetic. This battery of tests is concerned only with generalized intellectual skills and abilities and does not provide separate measures of achievement in the content areas. The degree to which these skills can be applied to "school tasks" provides an objective basis for the evaluation of area or grade group achievement.

Attention focused upon growth as well as upon "end-of-the-year" status gives a dual measure of change.

A table in which pre and post test scores were assembled shows performance for Title I third graders during 1971-1972. Attendance data showed the group of 1007 (of 1223) students attending school regularly increased their total "composite" score by seven months in a seven month span of time.

The following relationship between attendance and achievement can also be seen within the same table.

Attendance Interval	Students	Grade Level	
		Reading	Composite
165 – 180 days	1007	3.5	3.6
155 – 164	139	3.3	3.3
145 – 154	60	3.2	3.3
000 – 144	27	3.2	3.2

The chart entitled, "Post Test Achievement . . . " displays "end-of-year" (May 1972) achievement levels for students who are working at different "school learning ability levels". A review of the chart shows that students scoring in the average range in "school learning ability" were indeed average in their accomplishments. The composite score for this group showed them working at the level of students throughout the country eight months through the third grade.

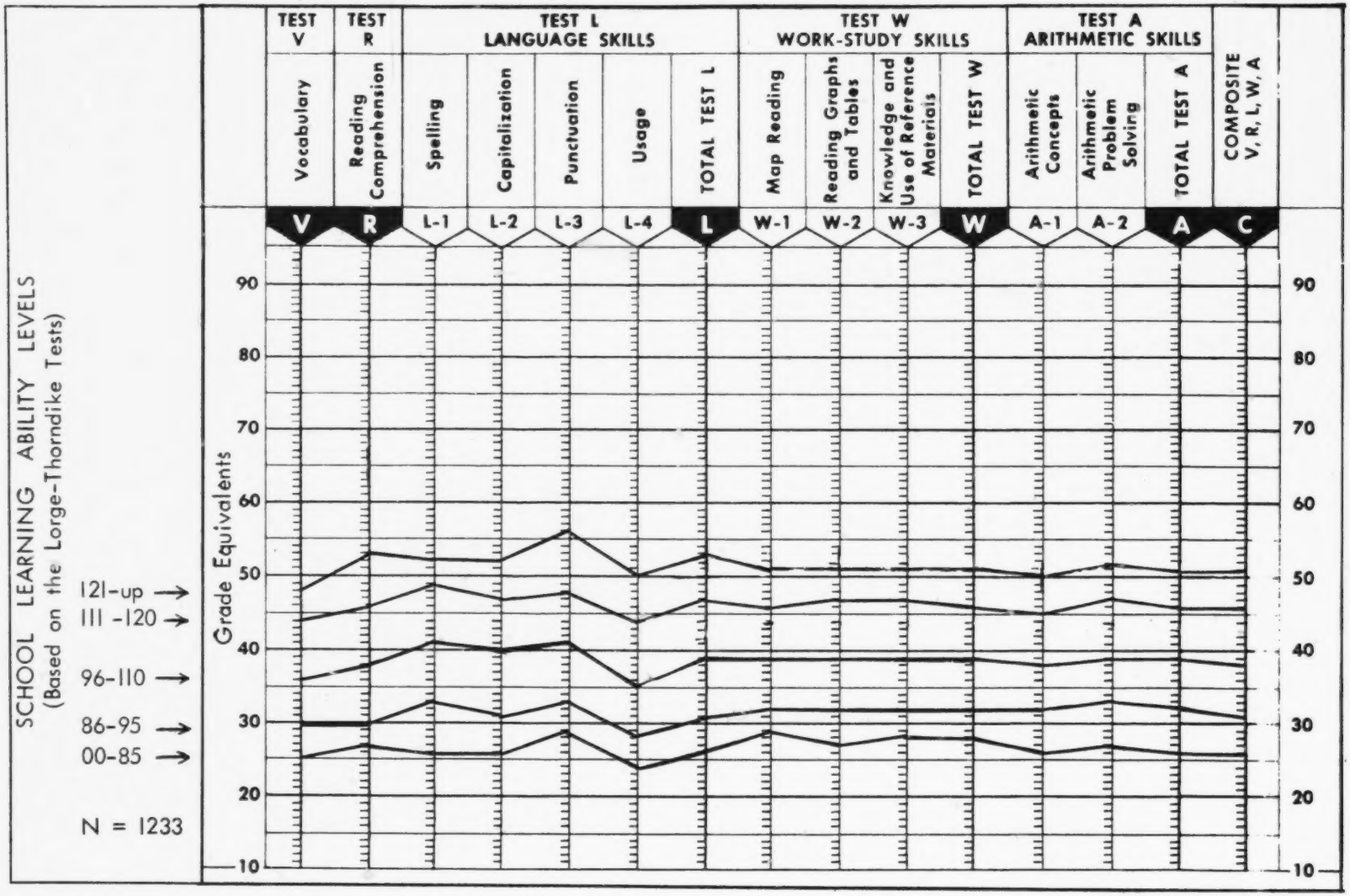
Omaha Title I Area Public Schools
Assembly of I. T. B. S. Pre-Post Testing By All Ability Levels
(October 11, 1971 – May 8, 1972)

Date 09/26/72

Grade 03

Attendance Interval	No. of Students		Voc G.E.	Read G.E.	Lang 1 G.E.	Lang 2 G.E.	Lang 3 G.E.	Lang 4 G.E.	Total Lang	WkSt 1 G.E.	WkSt 2 G.E.	WkSt 3 G.E.	Total WkSt	Arit 1 G.E.	Arit 2 G.E.	Total Arit	Comp Total
165-Up	1007	Pre	2.8	2.9	2.7	2.6	2.9	2.7	2.7	2.9	2.8	3.0	2.9	2.8	2.9	2.9	2.9
		Post	3.4	3.5	3.7	3.6	3.8	3.3	3.6	3.6	3.6	3.7	3.6	3.5	3.7	3.6	3.6
		Chng	.6	.6	1.0	1.0	1.0	.6	.9	.7	.8	.6	.7	.7	.8	.7	.7
155-164	139	Pre	2.8	2.7	2.7	2.5	2.7	2.5	2.6	2.8	2.6	2.9	2.8	2.6	2.8	2.7	2.7
		Post	3.2	3.3	3.5	3.4	3.6	3.1	3.4	3.5	3.4	3.5	3.4	3.3	3.4	3.3	3.3
		Chng	.4	.6	.8	.9	.9	.6	.8	.6	.8	.6	.7	.7	.6	.6	.6
145-154	60	Pre	2.7	2.7	2.6	2.4	2.7	2.4	2.6	2.8	2.8	2.8	2.8	2.7	2.9	2.8	2.7
		Post	3.1	3.2	3.5	3.4	3.6	2.9	3.3	3.3	3.5	3.4	3.4	3.3	3.6	3.4	3.3
		Chng	.4	.4	.9	.9	.9	.5	.8	.5	.7	.6	.6	.6	.7	.6	.6
000-144	27	Pre	2.4	2.5	2.4	2.3	2.7	2.3	2.4	2.6	2.5	2.8	2.6	2.6	2.8	2.7	2.5
		Post	3.1	3.2	2.9	3.1	3.6	2.7	3.1	3.5	3.3	3.2	3.3	3.2	3.2	3.2	3.2
		Chng	.7	.7	.6	.8	1.0	.4	.7	.8	.8	.4	.7	.6	.4	.5	.6
Grand Total	1233	Pre	2.8	2.9	2.7	2.6	2.8	2.6	2.7	2.9	2.8	3.0	2.9	2.8	2.9	2.8	2.8
		Post	3.4	3.5	3.7	3.6	3.8	3.2	3.6	3.6	3.6	3.6	3.6	3.5	3.6	3.5	3.5
		Chng	.5	.6	1.0	1.0	.9	.6	.9	.7	.8	.6	.7	.7	.7	.7	.7

OMAHA TITLE I PUBLIC SCHOOLS
POST-TEST ACHIEVEMENT BY SCHOOL LEARNING ABILITY LEVELS
GRADE THREE - MAY 1972



Iowa Test of Basic Skills–Grade Six

Pre and post group achievement test scores, school learning ability information and attendance data were also compiled for grade six. The table which follows shows the grade equivalent levels at which Title I sixth grade students were working at the time of pre-testing and later at the post-testing period.

The shift made by 1,107 sixth grade students during this seven month period was six months. The average grade equivalent level of five years seven months was achieved. Of the above group, 328 "average ability" students gained 7 months and obtained an average post test achievement level of six years three months.

On the basis of these measures, "average ability" sixth graders were performing at the level of students in a nationally standardized population who were three months through the sixth grade. The apparent loss of 4 months achievement if prorated throughout the intermediate grades amounted to one and a third months per year.

Average "end-of-year" achievement levels are shown on a chart which follows. As with the chart for grade three, the achievement in the various skills tested are shown for each of several "school learning ability" levels. A review of the chart shows achievement at the end of the year to range from four years six months to eight years five months. Achievement levels accomplished thus parallel those found by the test authors in studies of the national population.

Omaha Title I Area Public Schools
Assembly Of I. T. B. S. Pre-Post Testing By All Ability Levels
(October 4, 1971 – April 24, 1972)

Date 09/25/72 Grade 06

Attendance Interval	No. of Students		Voc G.E.	Read G.E.	Lang 1 G.E.	Lang 2 G.E.	Lang 3 G.E.	Lang 4 G.E.	Total Lang	WkSt 1 G.E.	WkSt 2 G.E.	WkSt 3 G.E.	Total WkSt	Arit 1 G.E.	Arit 2 G.E.	Total Arit	Comp Total
165-Up	896	Pre	5.2	5.1	5.2	5.2	5.1	4.8	5.1	5.3	5.5	5.3	5.4	5.2	5.1	5.2	5.2
		Post	5.9	5.6	6.0	5.9	5.6	5.2	5.7	5.9	6.0	5.9	5.9	5.8	5.7	5.8	5.8
		Chng	.7	.5	.7	.7	.5	.4	.6	.6	.6	.6	.6	.6	.6	.6	.6
155-164	137	Pre	5.1	4.8	4.9	4.8	4.8	4.6	4.8	5.0	5.1	5.0	5.0	5.0	5.0	5.0	5.0
		Post	5.6	5.3	5.6	5.5	5.2	4.9	5.3	5.6	5.7	5.6	5.6	5.4	5.6	5.5	5.5
		Chng	.5	.5	.6	.7	.4	.3	.5	.6	.7	.5	.6	.4	.6	.5	.5
145-154	37	Pre	5.2	4.7	4.6	4.9	4.4	4.3	4.6	4.9	5.2	4.6	4.9	4.9	5.2	5.1	4.9
		Post	5.7	5.3	5.0	5.6	4.9	4.8	5.1	5.7	5.4	5.4	5.5	5.1	5.2	5.2	5.3
		Chng	.4	.5	.4	.7	.5	.4	.5	.8	.2	.7	.6	.3	.0	.1	.4
000-144	37	Pre	5.0	5.1	5.3	4.7	4.9	4.7	4.9	5.0	5.1	4.9	5.0	5.0	5.0	5.0	5.0
		Post	5.5	5.5	6.0	5.2	5.5	5.0	5.4	5.5	5.7	5.4	5.5	5.4	5.4	5.4	5.5
		Chng	.4	.4	.7	.4	.5	.3	.5	.4	.5	.5	.5	.4	.4	.4	.5
Grand Total	1107	Pre	5.2	5.1	5.2	5.2	5.0	4.7	5.0	5.3	5.4	5.2	5.3	5.1	5.1	5.1	5.1
		Post	5.8	5.6	5.9	5.8	5.5	5.1	5.6	5.9	6.0	5.8	5.9	5.7	5.7	5.7	5.7
		Chng	.6	.5	.7	.7	.5	.4	.6	.6	.6	.6	.6	.6	.6	.6	.6

Summary

The foregoing review is a compilation of information from several sources. Longitudinally matched data including achievement, attendance and ability level was available for eighty percent of the students in grades three and six.

At the time of post-testing, Omaha Public Title I third graders were working at a level one half month below student accomplishment on "nationally standardized" norms for the Iowa Tests of Basic Skills. Information for sixth grade students shows this loss-rate persists and is cumulative in nature. Sixth grade students showed a gain of six months between pre and post testing periods in a seven month time period. Higher levels of achievement and greater gains were shown for students attending school regularly.

It should be remembered the foregoing data was based upon that segment of the total population participating in the Elementary and Secondary Education Act, Title I Project, and does not attempt to show a total picture of the Omaha Public Schools.

PART III

NUMERICAL INFORMATION

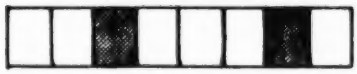
7	2	[redacted]	0	1	5	[redacted]	A	A

Project Number

C. GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

SOCIAL SECURITY NUMBER	ACTIVITIES	¼	½	¾	Full
507 62 4015	02				x
483 52 2311	02				x
507 60 5588	02				x
557 62 0930	02				x
032 40 0940	02				x
508 58 9732	02				x
430 84 9323	02				x
506 56 6859	02				x
563 80 9075	02				x
514 48 8527	02				x
578 42 1976	02				x
508 66 9684	02				x
522 70 3842	02				x
507 46 1898	02				x
551 36 3638	02				x



Project Number

D. *COMMENTS*

COMMENTS: Record any problems encountered in completing the project, activity and student data sheets (i.e., name of tests not specifically listed, availability of information, etc.), and all comments pertinent to future data collection sheets (i.e., clarity of instruction, relevance of information collected, etc.).

Social Security Number	Activity	1/4	1/2	Full
046 34 9040	02			x
508 58 6576	02			x
556 74 8569	02			x
482 60 8003	02			x
507 60 7280	02			x
523 66 5825	02			x
507 68 4924	02			x
388 38 4634	02			x
506 58 9193	02			x
490 42 7542	02			x
505 54 7894	02			x
514 50 6510	02			x
483 52 9929	02			x
033 22 7108	02			x
505 66 6223	02			x
327 24 9519	90			x
506 60 2917	90			x
506 34 3579	90			x
504 36 9010	90		x	
481 20 9612	90		x	
521 42 1855	90		x	
508 36 6570	52			x
484 54 8360	52			x
478 46 4482	52			x

Social Security Number	Activity	1/4	1/2	Full
467 28 4369	51		x	
417 60 4186	51			x
508 48 4612	51			x
508 68 5471	40			x
508 16 2527	40			x
507 28 2179	40			x
508 66 9972	40			x
508 66 6700	40			x
523 68 6592	40			x
506 42 1830	40			x
505 62 6814	40			x
505 07 0083	40			x
508 20 7569	90			x

INSTRUCTIONAL AND SUPPORTIVE SERVICES ACTIVITY CODE

Following is a code for instructional and related supportive service activities funded by Title I.

The Instructional and Supportive Service Activities Code in this report is the same as that used in the 1971 E.S.E.A. Title I Application. The categories remain the same. The numerals assigned to the categories and the ordering of the categories facilitate data processing. The numerals one through forty-nine have been reserved for Instructional Activities and the numerals fifty through ninety-nine have been reserved for Supportive Services.

Instructional Activities

01 Pre K & K
02 English Reading
05 English (Language Arts)
06 Mathematics
07 Natural Science
08 Social Science
11 Special Activities for Handicapped
13 English (Second Language)
21 Cultural Enrichment
22 Art
23 English (Speech)
24 Foreign Languages
25 Music
26 Physical Education/Recreation
31 Business Education
32 Home Economics
33 Industrial Arts
34 Other Vocational Education
40 Other Instructional Activities

Supportive Services

51 Guidance & Counseling
52 Psychological
53 Social Work
58 Special Service for Handicapped
59 Speech Therapy
65 Health – Therapy
66 Health – Medical
71 Attendance
72 Clothing
73 Food
74 Library
75 Transportation
90 Other Supportive Services

PART III Section 1
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. PRINT legibly, do not type.

1. PROJECT NUMBER	2. COUNTY	3. DISTRICT	4. TOTAL EXPENDITURES FOR THIS PROJECT (nearest dollar)
72 [redacted] 015 [redacted] AA	28	001	1851012

Total Pupils Participating (public and nonpublic)						Instructional Staff			14	15	16
5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	11 P & K	12 Elementary	13 Secondary	Certified Supportive Personnel	1972 Title I Grant	Total Amount Approved
							21	17		2233000	2233000

PART III. Section 2
ACTIVITY DATA SHEET

Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly; do not type.

2 Act. No.	3 Total Expenditures this Activity (nearest dollar)	4 Activity Description a b c d e	Pupils Participating (by grade level) 5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	Instructional Staff (full-time equivalency) 11 P & K	12 Elementary	13 Secondary	14 Certified Supportive Personnel	Total Number Staff 15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Nonpublic Students (lines 5-10)
40	179670	46999	17165	1255	4555	5694	6830	563					5		22	
06	76108	46536		261	298			57					5		5	
02	1154040	46456	7	1063	2269	958	255	74		210	110		5	63	6	660
52	66281	46999	450	440	696	458	185	297					10		12	11
51	159338	46999	1226	5754	5354	6370	975	1063					8		58	
40	173601	46493	254	1150	764	120		27			60		17	18	12	
90	175974	46999											6		9	

* Number of student contacts - second semester

10M
FY 1972

SURVEY: SUPPORTING STAFF IN TITLE I AREA SCHOOLS 1971-72

	Community Aides		Reading		Psych. Services		In-Service		I.S.C.
Elementary	Number	% Time	Tchrs. % Time	Aides % Time	Psychologists % Time	Clerks % Time	COP Aides % Time	Tchr. Interns % Time	Tchr. % Time
Castelar	1	50		1 100					
Central Grade	1	100	1 50	2 200					
Clifton Hill	1	100	1 50	1 100					
Conestoga	2	100	1 100	1 100			2 100		
Druid Hill	1	100	1 100	2 100					
Franklin	2	100	1 100	2 100				2 100	
Hawthorne	1	50		2 71					
Highland	1	100		1 100					
Indian Hill			1 100	2 100				1 100	
Jackson	1	50	1 50	2 71					
Kellom	1	100	1 100	2 100				1 100	
Kennedy	2	100	1 100	2 100				1 100	
Lake	2	100		2 100			3 100		
Lincoln	1	50		1 43					
Lothrop	2	100		2 100			4 100		
Marrs	1	100	1 100	2 100					
Mason	1	100		2 100					
Miller Park	1	100	1 100	2 100					
Monmouth Park	1	100		3 100				1 100	
Pershing	1	100	1 50	2 85					
Saratoga	2	100		2 100			1 100		
Sherman	1	50	1 100	2 100					
Train	1	50		1 100					
Vinton	1	50		1 100					
Walnut Hill	1	100	1 100	2 100					
Yates	1	50	2 50	2 71					
Sub Total	27		12.5	42.4			10	6	
Junior High									
Bancroft			1 100	1 75					
McMillan	1	100		1 75					
Mann	2	100	1 100						
Marrs									
Technical	1	100	2 100					1 100	
Indian Hill									
I.S.C.			1 100						5 100
Sub Total	4		5	1.5				1	5
Senior High									
Central	1	100	1 100						
North			1 100						
South			1 100						
Technical	2	100	2 100						
Sub Total	3		5						
Total	34		22.5	43	8	4	10	7	5

Totals are converted to "full-time equivalency"

SURVEY: SUPPORTING STAFF
IN TITLE I AREA NON-PUBLIC SCHOOLS 1971-72

	Community Aides		Reading			
	Number	% Time	Tchrs.	% Time	Aides	% Time
Assumption	1	50				
Cross Lutheran			1	50		
Dominican High	1	50	1	50	1	100
Holy Name Elem.	1	50	1	50	1	100
Holy Name High	1	50	1	50		
Immaculate Conception	1	50	1	50	1	100
Pope Paul VI	1	50				
Sacred Heart Elem.			1	100	1	100
St. Agnes	1	50	1	50	1	100
St. Ann	1	50	1	50	1	100
St. Anthony's	1	50				
St. Frances Cabrini	1	50	1	50	1	100
St. Mary's						
St. Patrick	1	50	1	50	1	100
St. Peter	1	50	1	50	1	100
St. Therese	1	50	1	50	1	100
Sharon Seventh Day Adventist						
St. Joseph Elem.	1	50	1	50	1	100
Total	7		7		11	

Totals are converted to "full-time equivalency"

FREE
SUMMER SCHOOL

HILINC IS

OPEN THIS SUMMER

A CHANCE TO READ

FREE

SIGN UP AT SCHOOL

8358 72

OMAHA PUBLIC SCHOOLS

E. S. E. A., TITLE I

SUMMER PROGRAM

1972

OMAHA PUBLIC SCHOOLS
SUMMER SCHOOL, TITLE I
PRE-KINDERGARTEN, PROJECT #90

I. SCOPE OF THE PROGRAM

Pupil Membership	223
Number of Schools	15
Number of Teachers	19
Number of Aides	19
Nurse	1
Director	1

II. DESCRIPTION

A. Locations and Participants

1. There were 19 pre-kindergarten centers located in 15 schools in the Title I area.
2. The average membership was 11.9, with the range of class membership being 8.18.
3. Identification of pupils was made by the regular school staff through the use of the early-registration files. Top priority was given to children who had not had headstart experience.

B. Time Interval

1. Classes began on June 14 and ended July 28 with no classes on Monday, July 3, or Tuesday, July 4, making a total of 31 teaching days.
2. Pupil class time was 3 hours; 8:00 a.m. to 11:00 a.m. Teacher and aide time was four hours daily plus 2 hours weekly for workshop activity making a total of 22 hours per week.

C. Purposes of the Program

1. The main purpose of the program was to help children increase their potential for early success in school by providing opportunities for development in four large areas:

   Symbols and their meaning: shapes, colors, letters, numerals
   Cognitive organization: auditory and visual perception, classification, relationships
   Reasoning and problem solving
   Knowledge and concept development: self-concept, social concepts, science concepts of the natural and man-made world

2. The secondary purposes of the program were:

   To organize with teachers a planning model for carrying on an effective program and evaluating childrens' progress.
   To determine the value of (this year's) SESAME STREET lessons as an integral part of a total summer program for pre-kindergarten children.

D. Components of the Program

1. Pre-summer school orientation meeting for teachers in the program
2. SESAME STREET. Viewed program in two one-half hour sessions daily
3. Daily program resume and teaching guide: Suggestions for skills practice for the reinforcement of information and skills presented on SESAME STREET.

4. Special games and devices for reinforcements (Purchased new for pre-kindergarten this year)
5. Weekly two-hour workshop meetings for teachers and aides: received direction, shared ideas, constructed teaching materials
6. Daily snack: milk and graham crackers (Teachers often provided special treats to reinforce a "letter of the day". Example: Popcorn for "P", doughnuts for "D", and marshmallows for "M")

E. Evaluation Strategy

1. Teacher and aide reaction: A questionnaire sought staff reaction to the appropriateness of this season's SESAME STREET for pre-school children:

   - value of the instructional resource and materials selected for instruction and reinforcement,
   - strengths of the total program,
   - areas in which children made the most progress,
   - the weekly workshop sessions.

2. Pre- and post- individually-administered testing. The test given was published by the Educational Testing Bureau and was used by the bureau to evaluate the educational value of SESAME STREET. It tested the following areas:

   General Knowledge,
   Letter Knowledge,
   Sorting Skills,
   Numbers,
   Relational Concepts and Terms.

III. EVALUATION RESULTS

A. Teacher and Aide Reaction

1. Appropriateness and Value of SESAME STREET For Pre-Kindergarten Children.

   Following is a summary of teachers' comments:

   - Excellent program! Repetition of concepts very effective.
   - Most appropriate. Presentation of material so appealing children cannot help but be attentative and interested.
   - Content and presentation very appropriate for this age level. Concepts presented in such a way that children can identify and be involved.
   - Very effective! Each lesson is designed to give exposure to something new as well as to reinforce previously presented material.
   - Clever presentation of concepts and ideas. Moves a bit too rapidly at times for slow children.

- Most appropriate content. It is presented in a way that allows children to become involved as active participants in the program, not just viewers and listeners.

- SESAME STREET is greatly improved over last summer. Presentations are more child-centered and appropriate for this level.

- The reinforcement through repetition of the larger concepts such as "cooperation". Combined effort in getting work accomplished, solving problems, etc., is a strong feature of the program.

- SESAME STREET is great! Children love the action, songs and characters. They learn without being conscious of the teaching.

2. Teaching Materials and Resources For Pupils Found To Be Helpful.

Included in almost every response by both teachers and aides was a reference to the value of the daily program resume together with daily suggestions for reinforcing the concepts and skills presented on SESAME STREET.

Materials and special games for practicing skills and reinforcing concepts most often mentioned were:

Cross the Brook (color and shape floor game)
Body Parts (flannel board cut-outs)
Flannel Board Stories
Fit-A-Space (form boards)
Alpha Space (form boards)
Rhyming Match Game
Color and Shape Recognition
Recordings to Reinforce Concepts and Skills

Comments indicated an appreciation on the part of both teachers and aides for appropriate consumable materials in adequate amounts.

3. Strengths of the Summer Program:

Components of the program most frequently mentioned:

- structured program with definite objectives

- consistent nature of the total program in teaching and reinforcing,

- SESAME STREET input

- Scheduling for SESAME STREET in two half-hour segments,

- Pre-test for analyzing children's needs,

- Workshop sessions for sharing ideas and making teaching materials,

- Small membership with consistent opportunities for adult-child interaction,

- Adequate teaching materials and pupil resources,

- Willing and competent teacher aides. (Many of the aides were in the program last summer.)

4. Areas In Which Children Made the Most Progress.

Although SESAME STREET places considerable emphasis on the learning of symbols and their meaning and on the presentation of concepts of the child's world, the comments of teachers indicated that the concomitant learnings gained through the active portions of the total program which were supported by the conceptual development were highly significant. As one teacher put it, "The greatest gains of my children do not show up on the pre- and post-tests." Frequently mentioned gains were:

- Language development - especially structure, vocabulary and a willingness to communicate with peers and adults,

- Lengthened attention span, skill in active listening and completing work undertaken,

- Social adjustment and development - working in the school's environment, interacting in a desirable way with peers and adults, independence in working out problems, seeking help when needed, developing a sense of pride in own achievement and confidence in own ability,

- Development of finer motor skills involved in tracing, cutting and pasting,

- Knowledge of the alphabet, numerals and number operations,

- New ideas about cooperating with people and respecting the work of others.

5. Weekly Workshop Sessions.

Reactions of teachers and aides indicated they considered the two-hour in-service activity to be most helpful. Comments follow:

- Workshop sessions made the teaching more effective with no loss of time

- Very beneficial with the exchange of ideas and time to make teaching materials,

- Especially helpful to new teachers. We learned what to do and how,

- Regular help was available and answers to questions without loss of time,

- Teachers' ideas were great! Will help for regular school too,

- It's wonderful that so many teachers are willing to share their great ideas,

- The sharing of ideas was most stimulating,

- The workshops were wonderful for learning and made the summer staff "a working team",

- The workshops were a great success! I learned much from other teachers.

B. Results of Pre and Post Testing

Individually-administered pre and post testing included the basic instructional areas of the program. The chart which follows shows the shift in performance in each instructional area.

The average gain for the total test for the pre-kindergarten groupd during the six-week period was 22.7 per cent. Gains ranged from 36.5 per cent in test of Letter Knowledge to 14.8 per cent in General Knowledge.

The consistent gains in the several areas reflected an adequate instructional input. The lowest pre-test score was shown in Sorting Skills which included visual discrimination of form, kind and size. A shift of 26.9 per cent indicated an acceptable improvement in performance.

While no pre-determined level of mastery was established, it is interesting to note the overall average of correct responses stands at 88.4 per cent.

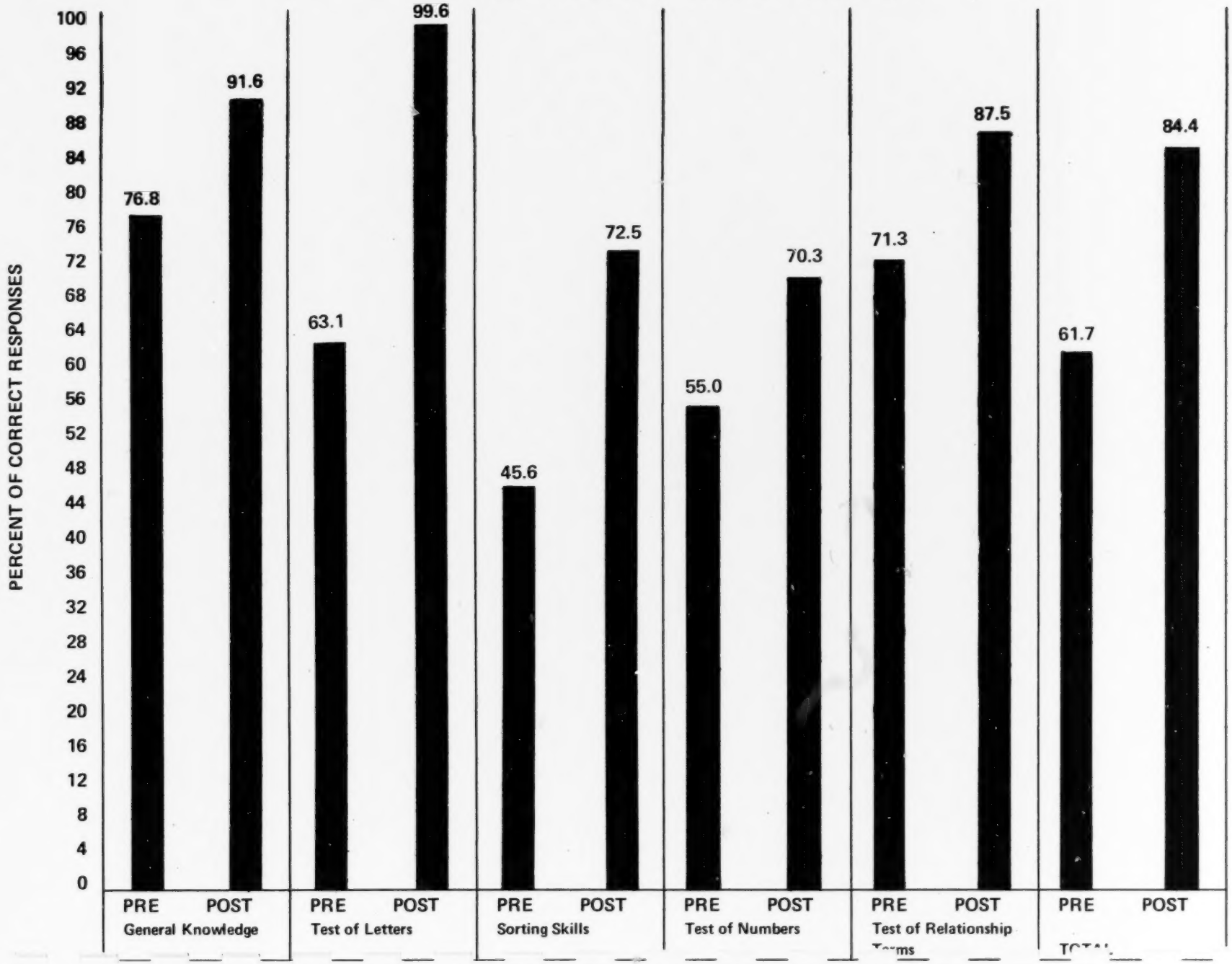
IV. SUMMARY AND RECOMMENDATIONS

Consensus of the staff strongly favored this structured pre-kindergarten program. Teacher comments supported the value of the instruction input of SESAME STREET and the resources and activities for reinforcing the skills presented. The careful selection and total involvement of the aides was a noteworthy component of the program. The weekly two-hour workshop provided a structure for the organization and continued program development. This element of the program unified the combined efforts of the instruction team.

Results of the testing program indicated the instructional program was effective in promoting pupil growth in the skills tests.

In view of the total evaluation as shown by professional opinion and test results, it is recommended this worthwhile summer pre-kindergarten program with its small class size and structured input receive continued support in the Title I area.

PRE-KINDERGARTEN – PERCENT of CORRECT RESPONSES
INDIVIDUAL PRE AND POST TESTING – SUMMER 1972



OMAHA PUBLIC SCHOOLS
POST KINDERGARTEN PROGRAM
June 14 - July 28, 1972

I. SCOPE OF ABILITY

Children enrolled	312
Classrooms	26
Teachers	26
Aides	24
Director	1

Consultant Services - Nurse, Principal

II. DESCRIPTION

A. Location and Participants

Twenty-six centers were located in seventeen Title I schools. The average membership was 11.2. Individual class membership ranged from 8 to 15.

Participants were identified by kindergarten teachers and principals as being those children who needed further work in skill and development necessary for success in first grade.

B. Time Interval

Classes began on June 14. 1972. and closed July 28, with no classes on Monday, July 3, and Tuesday, July 4. Classes were in session for a total of thirty-one days. Children attend three hours per day. Teachers and aides were on duty four hours per day and attended a two-hour workshop one day each week.

C. Objectives

1. To provide experiences which extend each child's knowledge and skill in the following areas:

   a. visual discrimination
   b. visual - motor development
   c. basic colors and shapes
   d. letters of the alphabet
   e. auditory discrimination
   f. classification
   g. numerals and number

2. To extend children's language development through learning experiences and direct instruction including the following:

   a. identity statements, both positive and negative
   b. nouns - naming
   c. prepositions
   d. action statements, both positive and negative
   e. pronouns
   f. verbs
   g. polars and relational concepts

3. To teach and extend social and science concepts. The areas included were:
   a. social concepts
      self image
      social groups and institutions: home, farm and supermarket--the production, distribution and consumption of food
      social interaction: cooperation, division of labor, combining skills and problem solving.
   b. science concepts
      natural environment, man-made environment

4. To guide teachers in diagnosing children's needs and in selecting materials and techniques appropriate to facilitate the teaching of needed skills and learning.

D. Components of the Program
1. Orientation meeting for teachers before classes began.
2. Post-Kindergarten Program Outline of Content: presented at orientation session.
3. Materials: Bank street units, supermarket and farm and the related materials for each unit. Special games and devices for reinforcement of objectives (new this summer).
4. Weekly workshop for teachers and aides during which they received direction, shared ideas and constructed teaching materials.
5. Daily snack of milk and crackers and tasting parties consisting of food often unfamiliar to most children.

E. Evaluation Strategy
1. Teacher and aide reactions: A questionnaire completed by the teachers and aides included comments on the following points: (1) - materials and resources found to be most helpful during the summer session, (2) - additional materials that would strengthen the program, (3) - strengths of the post-kindergarten summer program, (4) - ways in which children made the most progress, (5) - suggestions for changes in the program and (6) - value of the workshop sessions.

2. Pre and post group administered test: Items under each objective area were included and the pre-test results served as diagnosis of children's needs in each area. The test was constructed as a mastery indicator. The items were those which children will need to accomplish in order to be successful in learning to read. Teaching was directed toward mastery of each item. Post-test results were used to help determine the level of mastery achieved.

III. EVALUATION RESULTS

A. Teacher and Aide Reaction

1. Materials and Resources Found To Be Most Helpful During The Summer Session:

Post-kindergarten classes were provided with several games new to the children this year and not available in their regular kindergarten classrooms with a larger quantity of consumable materials. The follow-

ing comments of the teachers and aides show how valuable these materials were:

- Each game was of some profit to one or more objective of the program.
- All great games for learning.
- Wonderful supply of consumable materials.
- All the materials were good. The variety of games was a great factor for holding interest by varying the games from day to day.
- The materials were very helpful. I wish we had such a wealth of things during the regular school year.
- The games were definitely beneficial in teaching the skills. The first thing every morning the children would go for the games.
- All the games were helpful and fit perfectly into the academic work as well as reinforcing the Bank Street units. The work materials were plentiful and allowed for lots of daily creation which helps hold interest.
- The many games were most important as they covered so many aspects to be developed.
- All materials were very helpful. The recordings were enjoyed very much.
- Bank Street units were very good for reinforcing learning.
- The games provided good learning experiences for the children. They especially helped in teaching the children to get along well with one another.
- The games and materials that were supplied for the summer program were wonderful. It made learning fun for the children.
- All of the game materials were really terrific. Each game could be utilized in teaching its corresponding skill. The tests also proved to be of great value in diagnosing just what each child was having trouble with and gave the teacher direction.

Some of the materials and resources should be given special mention because of the many favorable comments about their effectiveness. They included:

Perception Task Kit
Hap Palmer Recordings
Lotto Games - ABC, Farm, Rhyming
Bingo Games - Color and Shape, What's Missing
Alphabet Puzzles
Sort-A-Card
Templates

2. Additional Materials That Would Strengthen The Program

The teachers and aides expressed real satisfaction with the materials and resources provided. One aide wrote, "We had great materials, all we needed was more time to use them." The following items were listed as possible additions for another year:

toy money and cash register
large yarn (roving)
felt-tip pens
chalkboards (individual)
more number games
more letter sound games and recordings
tape recorders and tape
paint brushes
large blocks for building
vowel charts
more access to library books

3. Strengths Of The Post-Kindergarten Program

The strengths of the post-kindergarten program as listed by the teachers and aides fell into these general categories: (1) good organization, (2) specific goals, (3) testing programs, (4) small class size, (5) good aides, (6) chance for individualizing instruction, (7) varied resources and (8) workshop sessions.

Some comments made by the teachers and aides are included:

- It was so great to have certain skills to teach and the material to aid you in teaching. I like the tests too, because they helped me know what my strengths and weaknesses were. The post test also showed if we had made progress.

- The supplies were absolutely terrific in teaching this year. The games, paints and paper were so helpful in teaching children their skills. Also the fact that there were aides was important.

- Thought the additional stress on academic was good since this is the area in which many children need help. The work of the aide in each room adds opportunity to strengthen individual weaknesses.

- Emphasis on readiness activities to prepare them for fall - especially through varied use of games, activities and materials. This is really what children need. Language development followed throughout the program very successfully.

- Good basic outline of program following the objectives. In-service meetings were most valuable.

- Children received more individual help and had a chance to work on their weaknesses in game situations.

- Definite outline of instruction to use in teaching the skills. Pre and post testing very helpful.

- The abundance of materials was a big plus. The supervisors were readily available and very helpful.

- Since the classes were small, the children were able to receive a great deal of individual help.

- The pre-testing gave me a starting point and I was able to work on skills. The structure and planning by supervisors facilitated a smooth operation.

- Games were geared to the improvement of particular skills needed for first grade work.

- The testing situation in June was most valuable for me. It tested specific objectives, pointed out the child's weaknesses and gave teachers a direction to go.

- The guides provided were very helpful in developing a definite curriculum plan for the summer. This also helped to individualize the program.

- In the past three years, this program has really been perfected and improved. This program helps those with language and social problems and also reaches out to prepare children to be better first graders.

4. Ways In Which Children Made The Most Progress

Areas listed by teachers as being areas in which children made the most progress were: (1) alphabet and number skills, (2) visual-motor skills, (3) motor skills, (4) ability to listen, (5) ability to follow directions, (6) language, (7) ability to work in groups and (8) ability to "get along" with others. A few comments made by teachers and aides follow:

- Being able to function in a group without needing individual instruction. Working well with others. Learning to do some individual thinking.

- They have become independent workers, able to follow direction and make their own judgments.

- They work more independently, have more self-confidence and express themselves better.

- My shy student really grew! He has gained so much self-confidence.

- Several children came out of a "shell". Two pupils did not respond to directions at the beginning and one of them is now testing second highest in the group.

- Most seemed to make a noticeable improvement in their outlook toward learning.

- Can function without constant supervision.

- Confidence in their own abilities.

- My children showed more progress to me than the testing results show to you. The ability to listen, follow directions, left-to-right eye movements, social behavior, etc., is not shown in test results.

5. Suggestions For Changes In The Program

Teachers and aides expressed great satisfaction with the post-kindergarte program as it was conducted this year and felt that there was little need for any change. They did make some suggestions that should be considered. These suggestions are:

- effort must be made to get more children to attend and make use of the opportunity to learn.
- perhaps the testing program takes up too much time the first week of school and should be shortened.
- perhaps the post test should be a different form.
- one or two field trips should be included.
- teachers would like to have access to the childrens' records--they feel they need to know about the children they are working with.
- Sesame Street programs could be used as part of the learning situation.
- perhaps 8 o'clock is a little too early for the children to get to school and perhaps 3 hours is a bit too long a day.

6. Comments On The Workshop Session

- Most valuable - The ones prior to teaching when the entire program was outlined and we received materials was most helpful. Sharing workshop ideas has been worth the entire summer school.
- I think the workshops were very helpful. Many good, useful ideas were shared. They helped to give a good wholesome feeling of "working together".
- Teachers should be more willing to express ideas - have received many good ideas.
- The sessions were informative and the ideas for materials were very good. It was also nice to have this as a central location for picking up materials.
- The workshop sessions gave me new and different ideas of things to do with the children.
- The workshop sessions were helpful. They helped so much with daily planning.
- The sharing sessions were great! Perhaps a person from the media center to demonstrate ways of making things would be helpful.
- Constructive and helpful. Suggestions made teaching more relevant.

- Nice to get acquainted with other teachers in the program.

- If we could have had more work time, the sessions would have been fine.

- Enjoyed all sessions. Very informative! Fun!

- Time for sharing ideas and making things turned out to be very successful. Since this is my first year with post-kindergarten, the opening session helped me to understand the program. Everything was very organized and clear!

B. Results of Pre and Post Testing

Group administered pre and post tests including the basic instruction areas of the program were administered.

The chart included at the end of this report shows the shifts in performance in each instructional area. The average gain during the six week period for the post kindergarten group was 9.6 per cent.

Since this test was designed to measure mastery of particular skills taught in the kindergarten, the pre-test scores were relatively high. Consistent gains were shown in each area of instruction, ranging from a 5 per cent gain in recognition of basic colors to a 19.8 per cent gain in recognition of geometric shapes.

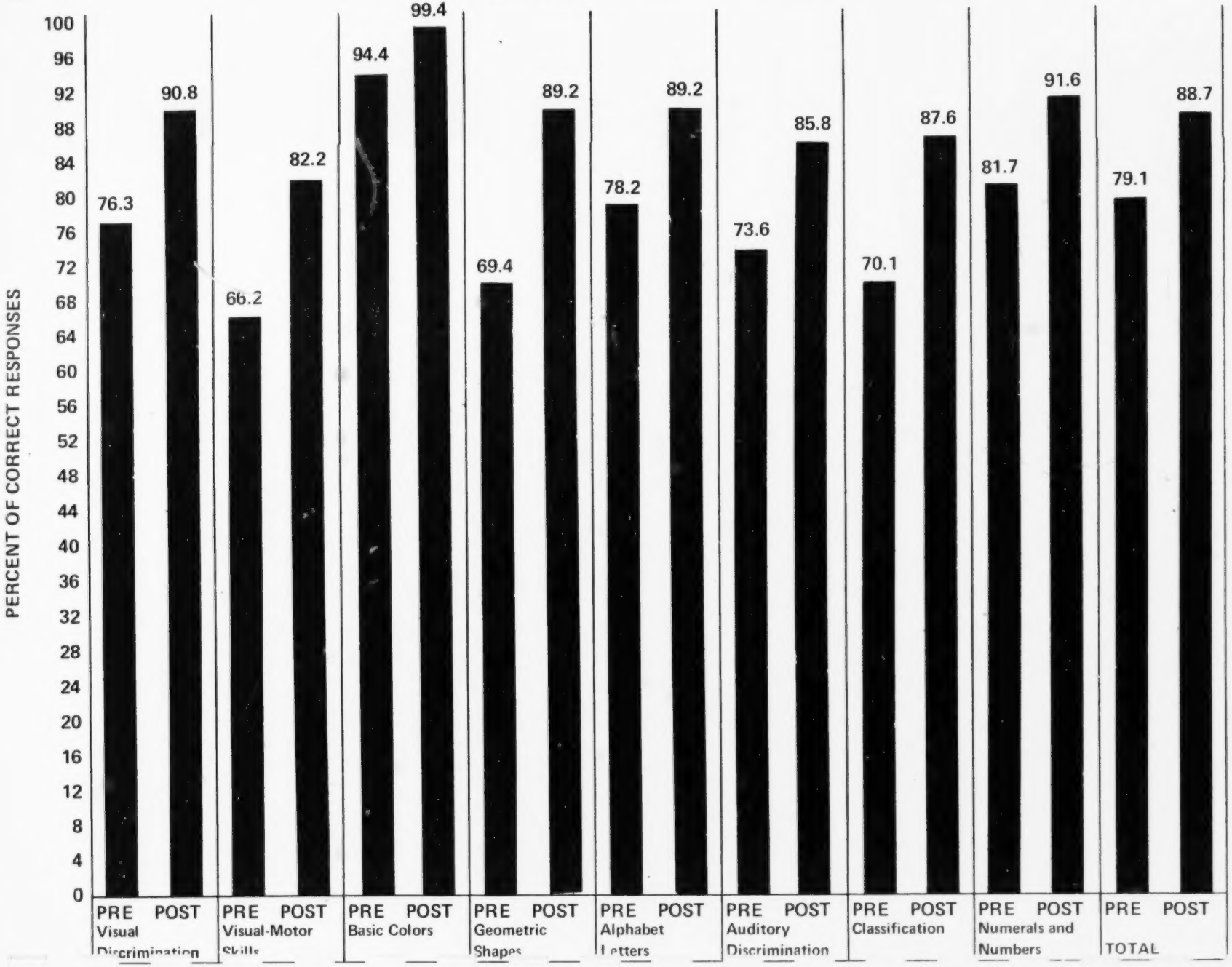
At the outset, 85 per cent was set as an acceptable level of mastery in each area. This level was reached in each area of instruction except visual-motor skills which reached 82.2 per cent mastery, reflecting a 16 per cent gain in performance. The level of mastery reached in each area is shown on the chart. The average of the entire group tested reached an 88.7 per cent level of mastery in overall performance.

IV. SUMMARY AND RECOMMMENDATIONS

The teaching staff expressed appreciation for the opportunity to work within a structured program organized around specific objectives of the reading skills. The planned alignment of the materials with the objectives was a strong element of the program and met with the enthusiastic approval of the summer faculty. Small classes and the support of "willing, competent aides" made it possible to render individual instruction as needed. Considerable success in the development of social skills and self-concept which do not show up in test results were noted by the teachers.

In view of the total impact of the post kindergarten summer program and the results of performance on testing, it is recommended this program with all its present components receive continued support in the Title I area.

POST-KINDERGARTEN – PERCENT of CORRECT RESPONSES
GROUP PRE AND POST TESTING – SUMMER 1972



OMAHA PUBLIC SCHOOLS
HILINC PROGRAM
June 12 – July 28, 1972

I. SCOPE OF ACTIVITY

Pupil participants	556
Number of Centers	14
Number of Teachers	13
Number of Project Leaders	2
Number of Trainees	40
Number of Graduate Students	28

II. DESCRIPTION

A. Participants

Five hundred fifty-six students, grades 2 through 12, are being served in fourteen centers. All are from Title I schools and all feel they need help in reading. Those students at Central High School (25 to 30) are earning one full credit. The remaining are participating for self-improvement. An integral part of the program is motivation provided by immediate feedback.

In addition, three groups of certified teachers are taking part in training programs learning the HILINC system. This is an instructional reading materials delivery system which helps the educator define each student's unique reading needs and prescribe appropriate activities to fill these needs.

B. Time Interval

Classes began June 12, 1972, and closed July 28, with the exception of the Central High center which ran until August 4, 1972. Classes were in session from eight o'clock to twelve noon. Students attended daily sessions with progress reported in terms of hours of participation and instructional objectives accomplished.

C. Purposes of the Program

1. Student
   a. That all the children in the program learn to read at a functional level.
   b. That the children not only learn to read at a functional level but also are encouraged to achieve their full reading potential.
   c. That the children are prepared to pursue those benefits in other subject matter areas that accrue from the ability to read well.
   d. To provide all the children with the enriching opportunities presented in both classical and current literature.
   e. To raise the level of aspiration and to improve career opportunities.

2. Staff
   a. To learn the proper use of educational materials.
   b. To learn how to implement and maintain the program.
   c. To learn how to operate the classroom management system.

D. Components of the Program and Activities

Motivational techniques, which are inherent in the system, provide a high level of student participation. The student corrects his own work so there is immediate feedback.

Sixty-five regular classroom teachers are being trained to work in the program. One component of this program is the development of the proficiency of the regular classroom teachers in the material delivery system. It is anticipated many of these teachers will be working with the HILINC materials in the fall.

All reading activities are based on a management system which includes:

1. Basic Test of Reading Comprehension (BTRC)
2. An Instructional Objective Catalogue (IO Book)
3. "check in" tests
4. reading materials from thirty selected publishers
5. "check out" tests
6. other instructional devices.

In accordance with the design of the program three summer sessions were offered to provide training and experience for teachers to extend the "turnkey" effect of the HILINC program. Each training session lasted two weeks; during this time thirteen mornings were spent in a center working under the direction of the regular teacher. The afternoons were spent in HILINC management instruction led by Ron Meyer, director of the Central Reading Clinic, Omaha Public Schools and Sally Jones, Carolyn Casper and Nancy Huston.

The in-service program provided the necessary training for program leaders for the coming year. Two sessions were set up for regular Omaha Public Schools classroom teachers and the third session provided for a graduate class at the University of Nebraska at Omaha.

E. Evaluation Strategy

The evaluation of the Summer HILINC Program consisted of reporting the average number of instructional objectives accomplished for each center. Factors such as staff changes from the regular year to summer, completeness of the instructional materials at each center, local attendance patterns and other constraints were not determined for the summer program.

Also compiled was a summary table showing the average shift for the students in each center. This table was in raw score test results based upon the scores obtained by using the Basic Test of Reading Comprehension (BTRC). This instrument was a part of the management system and is used to determine the level of difficulty at which a student is to enter the program.

Basic Test of Reading Comprehension
Summer 1972

	Students Completing Both Tests	Mean Scores Pre	Mean Scores Post	Mean Shift/Student
Central High	24	48.0	54	6.0
Druid Hill	20	9.5	12	2.5
Franklin	17	15.9	20	4.1
Indian Hill	18	19.8	23.5	3.7
I. S. C.	20	26.4	33.4	7.0
Jackson	19	25.7	29.3	3.6
Marrs	25	19.9	24.1	4.2
Miller Park	36	18.8	26.2	7.4
Pershing	11	17.9	19.1	1.2
Sherman	29	20.1	20.3	.2
Walnut Hill	28	26.0	29.6	3.6
Total	**247**			**4.2**

HILINC INSTRUCTIONAL OBJECTIVES COMPLETED
By Students Who Completed The Summer HILINC Program — 1972

Center Location	Number of Students	Objectives Completed	Completed Objectives Per Student	Student Attendance Percent	Obj./Student With Attendance Adjusted to 100%
Conestoga	19	91	4.8	75.1	6.4
Druid Hill	21	217	10.3	87.2	11.8
Franklin	14	60	4.3	78.3	5.5
Indian Hill	18	64	3.6	90.5	3.9
Jackson	54	385	7.1	79.1	8.9
Kellom	3	12	4	87.1	4.6
Kennedy	11	38	3.5	90.9	3.9
Marrs	23	226	9.8	87.4	11.2
Miller Park	38	262	6.9	80.3	8.6
Pershing	15	161	10.7	81.4	13.1
Sherman	27	204	7.6	76.0	10.0
Walnut Hill	46	377	8.2	80.2	10.2
Sub Total	289	2097	7.3	81.4	8.9
I. S. C.	24	166	6.9	63.6	10.8
Central High *	24	415	17.3	86.8	19.9
TOTAL	337	2678	7.9	80.5	9.8

* Center Operated 1 additional week

Basic Test of Reading Comprehension
Summer 1972

	Students Completing Both Tests	Mean Scores Pre	Mean Scores Post	Mean Shift/Student
Central High	24	48.0	54	6.0
Druid Hill	20	9.5	12	2.5
Franklin	17	15.9	20	4.1
Indian Hill	18	19.8	23.5	3.7
I. S. C.	20	26.4	33.4	7.0
Jackson	19	25.7	29.3	3.6
Marrs	25	19.9	24.1	4.2
Miller Park	36	18.8	26.2	7.4
Pershing	11	17.9	19.1	1.2
Sherman	29	20.1	20.3	.2
Walnut Hill	28	26.0	29.6	3.6
Total	**247**			**4.2**

HILINC INSTRUCTIONAL OBJECTIVES COMPLETED
By Students Who Completed The Summer HILINC Program — 1972

Center Location	Number of Students	Objectives Completed	Completed Objectives Per Student	Student Attendance Percent	Obj./Student With Attendance Adjusted to 100%
Conestoga	19	91	4.8	75.1	6.4
Druid Hill	21	217	10.3	87.2	11.8
Franklin	14	60	4.3	78.3	5.5
Indian Hill	18	64	3.6	90.5	3.9
Jackson	54	385	7.1	79.1	8.9
Kellom	3	12	4	87.1	4.6
Kennedy	11	38	3.5	90.9	3.9
Marrs	23	226	9.8	87.4	11.2
Miller Park	38	262	6.9	80.3	8.6
Pershing	15	161	10.7	81.4	13.1
Sherman	27	204	7.6	76.0	10.0
Walnut Hill	46	377	8.2	80.2	10.2
Sub Total	289	2097	7.3	81.4	8.9
I. S. C.	24	166	6.9	63.6	10.8
Central High *	24	415	17.3	86.8	19.9
TOTAL	337	2678	7.9	80.5	9.8

* Center Operated 1 additional week

Student progress was measured by reporting the instructional objectives (I. O.) completed by each of the HILINC participants. Student attendance was recorded as well. Two hundred eighty-nine elementary school students continued working throughout the summer. The average number of instructional objectives completed during the six week program was 7.3,These students attended the program 81.4% of the time. After adjusting the data to a common attendance figure (100%) it was possible to combine the information for all centers. It is interesting to note the projected completion of one and a half instructional objectives per week. The number of objectives actually completed was one and one tenth.

OMAHA PUBLIC SCHOOLS
JUNIOR HIGH INDIVIDUALIZED STUDY CENTER
June 12 – July 28, 1972

I. SCOPE OF ACTIVITY

Pupil participants	48
Number of Centers	1
Number of Teachers	7

II. DESCRIPTION

A. Participants

The center had a total enrollment of 48 students in grades 7 – 9. The students, like those in the regular year program, are characterized by problems of a severe social, emotional and behavioral nature. The students are assigned to the center through a referral procedure involving the regular school principal, the community counselor, psychological services and the staff assistant for Pupil Personnel Services.

Classes were held in the following subjects: language arts, social studies, mathematics, art, science and biology. The HILINC reading program was utilized in helping the student overcome their reading deficiencies.

B. Time Interval

The center was in operation for 33 days – June 12 through July 28, 1972.

C. Objectives

It was hoped the following objectives could be met:

1. provide an environment leading to wholesome personal and social adjustments;
2. provide an educational environment in which the student can participate in educational experiences and activities which produce the learning he needs, either for continued education or for the world of work;
3. provide guidance and motivation for the student, through self knowledge and self understanding to modify his behavior in socially accepted ways;
4. provide a setting in which the student is encouraged to seek the assistance necessary for him to discover ways to compensate for inadequacies in his personal life;
5. provide the basic education and introduce vocational skill development to broaden each student's educational and/or vocational horizons;
6. provide opportunities for the student to develop the motivation, desire and attitudes which will enable him to return to his home school at the earliest possible time.

D. Activities

The activities of the center may be viewed via the video tape which accompanies this report.

E. Evaluation and Results

Attendance during the summer session was affected by family vacations and other summertime activities. The program did demonstrate good holding power as only four students dropped because of disinterest. This report was prepared before the final accounting of percentage of attendance could be made but an estimate would set this percentage at about 62%.

Students completed a combined total of 142 courses. Eleven students will be able to return to regular school programs as a result of their scholastic effort and personal adjustment.

F. Conclusions and Recommendations

The staff worked diligently at helping the students to achieve many of the objectives listed earlier in this report. All teachers, as well as the counselor, were encouraged to be counselors first and then help to develop the attitudes which are necessary before learning can take place. As is evidenced by the number of courses completed and by the students returning to regular school programs it would appear that the summer session was a valuable one.

The program could be improved for next summer by providing more opportunities in career related activities.

Junior high students should also be provided more opportunities to work with their hands in such activities as woodworking, sewing and typing.

7	2		0	1	5		A	A

Project Number
Summer 1972

C. GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

SOCIAL SECURITY NUMBER	ACTIVITIES	¼	½	¾	Full
327 24 9519	90				x
506 60 2917	90				x
506 34 3579	90				x
504 36 9010	90		x		
481 20 9612	90		x		
521 42 1855	90		x		
483 22 9637	01		x		
506 60 7587	01		x		
479 56 9289	01		x		
508 52 3249	01		x		
505 60 6630	01		x		
507 56 9813	01		x		
508 64 4292	01		x		
506 52 1933	01		x		
505 64 9299	01		x		

Project Number

D. *COMMENTS*

COMMENTS: Record any problems encountered in completing the project, activity and student data sheets (i.e., name of tests not specifically listed, availability of information, etc.), and all comments pertinent to future data collection sheets (i.e., clarity of instruction, relevance of information collected, etc.).

Social Security Number	Activities	1/4	1/2	3/4	Full
507 56 8772	01		x		
506 60 4702	01		x		
507 60 6064	01		x		
503 58 6058	01		x		
506 64 0469	01		x		
258 72 3640	01		x		
508 44 1001	01		x		
508 62 2216	01		x		
505 62 3022	01		x		
515 34 9515	01		x		
479 54 5174	01		x		
483 22 2016	01		x		
507 54 8438	01		x		
508 48 9229	01		x		
551 80 5888	01		x		
482 40 2243	01		x		
481 52 8939	01		x		
508 64 5730	01		x		
508 62 5126	01		x		
478 62 2748	01		x		
483 60 5906	01		x		
505 74 0602	01		x		
508 56 7169	01		x		
505 56 6765	01		x		
507 46 2134	01		x		
479 64 0501	01		x		
510 48 7850	01		x		
328 42 2043	01		x		
506 64 4632	01		x		
506 40 8002	01		x		
508 62 1426	01		x		
508 38 5750	01		x		
485 34 7188	01		x		
507 62 4544	01		x		
482 52 0461	01		x		
572 07 9550	01		x		
353 30 4148	01		x		
507 46 2237	01		x		
294 46 1921	01		x		
506 50 1149	01		x		
467 28 4369	51		x		
388 38 4634	02		x		
506 58 9193	02		x		
507 60 5588	02			x	
490 42 7542	02		x		
482 60 9613	02		x		
514 50 6510	02		x		
514 48 8527	02		x		
578 42 1976	02			x	
506 54 1593	02			x	
483 52 9929	02		x		
551 36 3638	02		x		
508 58 6576	02		x		
033 22 7108	02		x		
556 74 8569	02		x		
478 60 0681	52		x		

Social Security Number	Activities	1/4	1/2	3/4	Full
507 60 7280	02		x		
507 68 4924	02		x		
508 66 9972	05		x		
482 66 2945	06		x		
508 68 5471	06		x		
523 68 6592	07		x		
506 54 8274	08		x		
505 62 6814	22		x		
511 38 6347	51		x		
507 28 2179	90		x		
495 42 8052	90		x		
506 32 3565	90		x		
460 68 4455	90		x		
505 64 9650	90		x		
507 36 4645	90		x		
507 32 4523	90		x		
508 64 2902	90		x		
571 48 2010	90		x		
505 44 3333	90		x		
032 03 1053	90		x		
507 18 8465	90		x		
319 20 2914	90		x		
505 64 4466	90		x		
507 28 8586	90		x		
487 32 3834	90		x		
407 22 4113	90		x		
505 01 5827	90		x		
506 30 9098	90		x		
436 36 0535	90		x		
506 56 1622	90		x		
508 42 9580	90		x		
506 56 7057	90		x		
505 54 9791	90		x		
506 54 7170	90		x		
505 46 1667	90		x		
508 22 0827	90		x		
508 28 3242	90		x		
505 34 5707	90		x		
478 48 8667	90		x		
523 26 5620	90		x		
042 36 3011	90		x		
505 58 9144	90		x		
505 64 9193	90		x		
505 30 8109	90		x		
202 42 2926	90		x		
485 40 1348	90		x		
505 70 0807	90		x		
505 58 5458	90		x		
508 50 2969	90		x		
565 01 1783	90		x		
508 70 9073	90		x		
505 64 6847	90		x		
505 44 6312	90		x		
437 72 5211	90		x		
507 62 3707	90		x		
508 20 7569	90		x		

INSTRUCTIONAL AND SUPPORTIVE SERVICES ACTIVITY CODE

Following is a code for instructional and related supportive service activities funded by Title I.

The Instructional and Supportive Service Activities Code in this report is the same as that used in the 1971 E.S.E.A. Title I Application. The categories remain the same. The numerals assigned to the categories and the ordering of the categories facilitate data processing. The numerals one through forty-nine have been reserved for Instructional Activities and the numerals fifty through ninety-nine have been reserved for Supportive Services.

Instructional Activities

01 Pre K & K
02 English Reading
05 English (Language Arts)
06 Mathematics
07 Natural Science
08 Social Science
11 Special Activities for Handicapped
13 English (Second Language)
21 Cultural Enrichment
22 Art
23 English (Speech)
24 Foreign Languages
25 Music
26 Physical Education/Recreation
31 Business Education
32 Home Economics
33 Industrial Arts
34 Other Vocational Education
40 Other Instructional Activities

Supportive Services

51 Guidance & Counseling
52 Psychological
53 Social Work
58 Special Service for Handicapped
59 Speech Therapy
65 Health – Therapy
66 Health – Medical
71 Attendance
72 Clothing
73 Food
74 Library
75 Transportation
90 Other Supportive Services

PART III, Section 1
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. PRINT legibly; do not type.

1. PROJECT NUMBER	2. COUNTY	3. DISTRICT	4. TOTAL EXPENDITURES FOR THIS PROJECT (nearest dollar)
72-015-AA	28	001	184167

Total Pupils Participating (public and nonpublic)						Instructional Staff			14	15	16
5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	11 P & K	12 Elementary	13 Secondary	Certified Supportive Personnel	1972 Title I Grant	Total Amount Approved
535	64	392	78	22		22.5	19.2	1.1		See Regular Yr.	

PART III, Section 2
ACTIVITY DATA SHEET

Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly, do not type

2 Act. No.	3 Total Expenditures this Activity (nearest dollar)	4 Activity Description (a b c d e)	Pupils Participating (by grade level) 5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	Instructional Staff (full-time equivalency) 11 P & K	12 Elementary	13 Secondary	14 Certified Supportive Personnel	Total Number Staff 15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Nonpublic Students (lines 5-10)
01a	309744	325744	223						9.5				27	19	4	
01b	3712232574	4	312						13.0				7	25	4	
02	3261232544			64	392		78	22		19.2	1.1		52		5	
40	3678832999		535	64	392		78	22					6	48	21	
51	244613299	1											7		12	
90	2321033999	9											7		8	

1a = Pre-Kdg'n.
1b = Post-Kdg'n.